

VISIT...

LANZAROTE
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Introduction

About this course

The Linguaphone Dutch Course has been carefully researched, designed and produced to satisfy the needs both of complete beginners and of those who already know a little of the language and wish to carry on or brush up and improve on what they have learnt. It is written in the standard Dutch of the Netherlands and Belgium. The emphasis throughout is on using Dutch for practical, day-to-day purposes; the course therefore steadily develops your competence principally in listening, understanding and speaking, and also in reading and starting to write.

All that you need for effective and enjoyable learning is provided within the course. Some of its key features are these:

- * you hear and use natural, everyday language right from the start
- * you learn to understand typical Dutch conversation
- * varied activities help you speak fluently and with good pronunciation
- * notes and exercises help you grasp the basics of the language
- * clear instructions and constant advice keep you learning.

Before you begin

Step-by-step instructions are provided from lesson one onwards — but take the time to read through the sections which follow, describing the course and providing general advice on how to get the best results from it.

How the course is arranged

There are forty-five lessons in the course, divided into four levels: level one has fifteen lessons and the rest have ten each. There are two revision lessons and a progress test following the last lesson in each level.

Material for each lesson is provided

- * in this handbook
- * on audio cassette
- * in the textbook (*Cursus Nederlands Tekstboek*).

The handbook guides you through the course and provides all the support necessary for your study. It contains, for each lesson:

- instructions for each activity and exercise
- lists of new words with English equivalents
- translations of the texts (in level one only)
- notes on the language and cultural background.

In addition the handbook provides for reference:

- instructions for using the "Sounds of Dutch" section
- a glossary of grammatical terms
- a grammar appendix
- an alphabetical wordlist.

The cassettes, each of the four corresponding to a level of the course, contain the recorded Dutch material. These are, for each lesson:

- texts (conversations or narratives)
- recorded exercises.

They are presented entirely in Dutch.

There is also a reference section presenting the sounds of Dutch. This is placed at the beginning of side A of cassette four, so that it can easily be used during study of the first three levels.

The textbook contains the Dutch material for each lesson. These are:

- the recorded texts (conversations or narratives)
- the recorded exercises
- written exercises.

It also contains:

- a section listing the recorded sounds of Dutch
- a key (Oplossingen) section for the exercises.

How to study

The great advantage of an independent study course is that you can work at your own pace, in your own time and in your own way. The simple guidelines below will, however, help you to make a good start and enable you to achieve practical and satisfying results.

- 1 **Make sure you know your way around the course.** Browse through the components and check where everything is, as described in the preceding section.
- 2 **Familiarise yourself with your cassette player.** Listening is a key activity and you will need to play the same passages several times. This will require you to use the pause, stop and rewind controls, and a little practice will soon enable you to do this efficiently. The tape counter, if you have one, may be helpful in finding the right place on the cassette.
- 3 **Find somewhere comfortable and convenient to do your studying** – a place where you can settle down to read, write, listen and speak, following the instructions provided. As an extra activity, for revision or consolidation, you may on occasions want just to read, or just to listen to the cassettes; this can be fitted in whenever and wherever it suits you.
- 4 **Plan your time: try to set aside an hour or half an hour at regular intervals.** Choose times when you are reasonably relaxed, but alert, and try to discover your own best study rhythms. Don't feel that you must complete a whole lesson in one study session; you will probably need several sessions to study it thoroughly. You will make the best progress if you keep constantly in touch with the language, so if you can't manage a full study session, try at least to spend a few minutes listening to or reading the language.
- 5 **Follow the instructions closely.** This means being an active, positive learner, listening a great deal with the cassettes playing at a good volume, and speaking aloud. When you're taking part in a conversation or exercise, play the role wholeheartedly. You will soon overcome any initial strangeness about this and begin to find the sounds and rhythm of the language – as well as the words and expressions themselves – falling naturally into place.

Symbols and Abbreviations

Symbols are used in this handbook, and also the textbook, to guide your use of recorded and print materials.

- indicates that you will need the recording
- indicates that you will need the textbook
- § indicates the first appearance of a grammatical term explained in the glossary
- 5 and other numbers in the right-hand margin of the textbook indicate the number of a line of text, and help you find words and expressions referred to in handbook notes.

Abbreviations are used in the wordlists in the handbook.

- s. means singular (see grammatical terms)
- pl. means plural (see grammatical terms).

1 Lesson one

This lesson starts the course by introducing its main characters. You'll start speaking and getting used to the sound of Dutch straight away. For grammar you are going to learn the use of **de** (*the*), **het** (*the*) and **een** (*a, an*), which are known as articles§ (see Grammatical Terms).

● Text

For your first study session, concentrate on this text. First of all, listen several times to familiarise yourself with the typical sounds and rhythm of Dutch. You won't understand it yet, but keep rewinding and listening. Now and throughout the course, listen carefully to each new text without reading it, and you'll find that you understand more and more of what you hear. Start cassette 1 side 1A at the beginning, where you'll hear the title **Les een** (*Lesson one*) followed by **Tekst** (*Text*). Then the six voices in the text give their names; after that the text begins.

● ■ Text

When you've listened a few times, you're ready to relate what you have heard to the words on the page. Open your textbook at **Les een** and read the text while you listen to it. Then work out the meaning of the text with the help of this handbook. Look up the words in the **Wordlist: Text**, read the **Points to watch** for the explanation of some differences between Dutch and English, and look at the **Culture notes** for useful information. Finally, read the **Translation** to check that you've understood everything correctly.

Wordlist: Text

al	already	de	the
België	Belgium	de directeur	(managing) director
ben (zijn)	am	een	a, an
het buurthuis	community centre	en	and
de collega	colleague	getrouwd (trouwen)	married
de cultureel werkster	social worker	heb (hebben)	have
(female)		het	the

ik I
in in
het jaar year
de kinderen (s. het kind) children
de rijwielabriek bicycle factory
de secretaresse secretary (female)
twee two
van of
zesenzestig sixty-six

Jan Bekkevoort
Marijke van Haren
Toon van de Heuvel
Ellie de Jong
Thea Wiersma
Zaandam
Bert Zoutendijk

Points to watch

The numbers in brackets in these notes refer to lines of the text.

1 **Ik ben directeur van een rijwielabriek** (2) *I'm the managing director of a bicycle factory*

Ik ben cultureel werkster in het buurthuis. (8) *I'm a social worker in the community centre.*

In English we say "I'm the director . . .", "I'm a social worker . . .", but in Dutch simply "I'm director . . .", "I'm social worker . . .". Dutch doesn't generally need the article (*the, a*) with professions and functions.

2 **de secretaresse van Bert Zoutendijk** (4) *Bert Zoutendijk's secretary*
de collega van Bert in België (6) *Bert's colleague in Belgium*

Note that the English 's is represented by **van** in Dutch.

3 **België** (6) *Belgium*

The two dots show that the **e** is pronounced separately. Listen carefully to this word in the text. There will be more examples of this spelling later on.

Culture notes

1 Introducing yourself: **ik ben** . . . Dutch people like to know who they are talking to, so don't wait for somebody else to do the introducing.

2 Dutch surnames often start with **van**, **de** or **van de**.

Translation

Bert I'm Bert Zoutendijk.
I'm the managing director of a bicycle factory in Zaandam.

Marijke And I'm Marijke van Haren.
I'm Bert Zoutendijk's secretary.

Jan I'm Jan Bekkevoort.
I'm Bert's colleague in Belgium.

Ellie I'm Ellie de Jong.
I'm a social worker in the community centre.

Toon I'm Toon van de Heuvel.
I'm already 66 years old.

Thea I'm Thea Wiersma.
I'm married and I have two children.

Text

Listen to and read the text again as many times as you find necessary to be able to follow it and understand it without having to check the meaning. Practise reading it aloud. When you can understand everything easily as you read or listen, then you're ready to go on.

Exercise one

Listen and repeat.

For your second study session, listen to the text again and then try this and the next exercise.

In this exercise you practise saying the longer sentences from the text. They are recorded in sections to make it easier. You will have realised that you cannot simply read and pronounce Dutch as if it were English, so listen carefully and imitate the sounds you hear.

Look for exercise one (**Oefening een**) in your textbook. You'll find the above instruction (*Listen and repeat.*) in Dutch: **Luister en herhaal**. The same title and instruction are recorded on the cassette immediately after the text. Then there

are four sentences to repeat: listen to each section, repeat it in the pause that follows, listen to the whole sentence and repeat.

As a final check, you can find the sentences printed in the key (**Oplossingen**) at the back of the textbook, but do the exercise relying entirely on your ears first. Repeat it until you find you can speak easily and fluently.

New words used in the headings, exercises and instructions are listed in the **Wordlist: Exercises etc.** at the end of the lesson.

■ Exercise two

Listen to the tape and fill in.

Exercise two checks if you can write some of the words you've learnt. You'll need both textbook and tape for this exercise. After the heading (**Oefening twee**) and the instruction (**Luister naar de band en vul in.**), the example (**Voorbeeld**) shows you how to do the exercise. All these are printed in the textbook and recorded. The instruction to start (**Begin**) follows on the tape.

Listen to each of the sentences which follow while looking at them in the textbook. Stop the tape and write down the word that is missing in the textbook. (Write it in a separate exercise book rather than in the book itself.) If necessary, you can rewind and listen again. When you're sure you've written down the right words, check them in the key (**Oplossingen**) at the back of the textbook. (The sentences are numbered in the textbook to help you find the answers, but the numbers are not spoken on the tape.)

Grammar points

For your third session, read these notes and see if you can do exercise three.

1 de/het the

In Dutch there are two words for *the*; **de** is used with some words and **het** (usually pronounced 't') with others. The nouns in the wordlists are always listed with **de** or **het**, and you can learn which to use by looking them up.

One clue: most nouns referring to people are **de** words, for example:

de directeur, de cultureel werkster

Other words may be either **de** or **het** words:

de rijwielabriek, het buurthuis

2 een a/an

Een is used with both **de** and **het** words to mean *a* or *an*. In speech it is usually unemphasised, rather like the sound in "Rock'n'Roll": for example, **een directeur, een buurthuis**. In the text you heard **een rijwielabriek**.

Een emphasised means *one*. You have already met an example of this on the tape: **Les een**. In speech you can hear if the word is emphasised or not, of course. When written, it often has two accents to show that it is stressed, like this: **één**.

■ Exercise three

Fill in.

If you think you've understood the grammar points, try this exercise (**Oefening drie**) to check. You won't need the tape this time. Read the instruction and look at the example in your textbook. Try to write down the word missing from each sentence. (Remember to use a separate exercise book.) When you've finished the exercise, but not before, check your answers in the key. Read the grammar points again if necessary.

Wordlist: Exercises etc.

de band	tape	naar	to
begin (beginnen)	begin	de oefening	exercise
drie	three	de oplossingen (s. de oplossing)	
een	one	answer key	
herhaal (herhalen)	repeat	de tekst	text
de les	lesson	het voorbeeld	example
luister (luisteren)	listen	vul in (invullen)	fill in

You've finished lesson one! Turn back to the beginning of the lesson in this handbook and read the introductory paragraph once again. Can you remember all the things mentioned there? Look at the wordlists again and check that you know what all the words mean. Don't go on to lesson two until you're sure that you can do everything in lesson one easily.

2 Lesson two

In this lesson you'll find out how to introduce yourself and others in Dutch and how to give your age, address and telephone number. The grammar point introduces the Dutch for *he, she* and *it* (*hij, ze, het*). You will also practise the Dutch *ij* sound, which you have already met in *Marijke*, and some numbers.

• ■ Text

Try to cover the text (*Tekst*), exercise one (*Oefening een*) and notes in one session. After the title and the voices giving their names, the narrator (*vertelster*) tells you more about the people who work at Zoutendijk BV. Most of them live in a town called Zaandam, near Amsterdam. Listen to the text several times. Then read it in your textbook and listen a few more times. Use the wordlist to work out the meaning and see if you can do exercise one before you study the points to watch and culture notes. Only use the translation as a final check that you have understood.

Remember that the wordlists only give new words; to check the meaning of words you met earlier, turn to the complete wordlist at the back of this book to find out where they first appeared.

Wordlist: Text

het bedrijf business	oud old
dertig thirty	het telefoonnummer telephone number
fiets (fietsen) cycle	twalf twelve
fiets u fit bike better (lit. cycle yourself fit)	u you, yourself
de firma firm, company	de vertelster narrator (female)
fit fit	vierentwintig twenty-four
heet (heten) is called	vijfenveertig forty-five
hier here	vijfenzeventig seventy-five
hij he	voor zaken on business
is (zijn) is	voorstellen introduce
mag (mogen) may	de zaken (s. de zaak) business
meneer Mr	ze she
met on (lit. with)	zesenvijftig fifty-six
mijn my	zijn his
de naam name	de Industriestraat (Industry Street)
negenendertig thirty-nine	Zoutendijk BV (Zoutendijk & Co. Ltd.)
nul oh, nought	

• ■ Exercise one

True or false?

This exercise is to check if you have understood the text. Read the statements in the textbook and listen to the text once again. Then write down *waar* (*true*) or *onwaar* (*false*) for each sentence. Don't check your answers in the key (*Oplossingen*) until you have finished the exercise.

Points to watch

1 Ik ben negenendertig (39) jaar. (5) I'm 39 (years old).

Note that *jaar* is used in the singular in this expression. There are different ways of giving somebody's age in Dutch; try to find an example of each in the text. They are given at the end of the lesson in this handbook.

2 voor zaken (13) on business

This is another example of differences between the two languages: in Dutch you use the plural (s. *de zaak*, pl. *zaken*) and in English the singular.

Culture notes

- 1 Cycling It's not surprising that Bert Zoutendijk is so proud of his bicycle factory: everybody in Holland cycles. There are special paths for cyclists along many roads and sometimes even special traffic lights for them.
- 2 Zoutendijk BV BV is the equivalent of & Co. Ltd. It's the abbreviation of *besloten vennootschap* (similar to a limited company).

Translation

Narrator	May I introduce (to you) the firm Zoutendijk BV, a bicycle factory in Zaandam. The managing director is Bert Zoutendijk.
Bert	I'm Bert Zoutendijk. I'm 39 years old.

- Narrator** His secretary is called Marijke van Haren. She is 24.
- Marijke** I'm Marijke van Haren.
I'm Mr Zoutendijk's secretary.
- Narrator** Bert's colleague in Belgium is Jan Bekkevoort. He is 56 years old.
- Jan** My name's Jan Bekkevoort.
I'm here in Zaandam on business.
- Narrator** The firm is in Industriestraat and the telephone number is oh seventy-five oh twelve thirty forty-five (075 – 0123045).
- Bert** Bike better on a Zoutendijk!

Exercise two

Put in the right order.

For your next session, do exercise two (Oefening twee), then read the **Pronunciation points** and try exercise three (Oefening drie).

These sentences, based on the text, are all jumbled up. Look at the example in your textbook. Put the words in the correct order and write the sentences down. You won't need the tape.

Remember that new words in the exercises appear in the wordlist at the end of the lesson.

Pronunciation points

Listen to the text again, following it in your textbook, and read it aloud. Then read the points below, which should help you improve your accent.

- IJ** is a common combination of letters in Dutch, and you will have noticed it several times in the text. Usually, e.g. in *Marijke*, it sounds similar to the vowel $\text{\textcircled{e}}$ in the English "rake", but when it is not stressed, the sound is often reduced to an "uh", like the "a" in "woman", for instance in *zijn secretaresse*. This swallowing of sounds is not unusual in Dutch.

- Another sound which is usually swallowed in Dutch is the **n** in words ending in **-en**. The last syllable $\text{\textcircled{s}}$ is just an "uh" sound like the sound in *zijn*. Here are some examples you can hear in the text: *voorstellen*, *Haren*, *zaken*.
- On the other hand, many syllables are pronounced in Dutch where we might expect them to be silent. For example, the **e** at the end of *Marijke* and *secretaresse* is heard.

Exercise three

a) Listen to the words and repeat.

Each word, which is taken from the text, contains one occurrence of **ij**. Copy the way the speaker on the tape says it.

b) Listen to the sentences and repeat.

This part of the exercise contains sentences with one or more **ij** sounds.

When you have done a) and b), try to find and write down words with **ij** in the text. Mark the words with the unstressed, swallowed **ij**. They are marked with * in the key, but don't look at the key until you've listened several times.

Numbers

Read these notes and try to do exercises four and five in the same session.

Here is a list of the Dutch numbers which you will be practising in the exercises. The spelling of some may give you trouble, and these are marked with an asterisk.

0	nul	10	tien	21	eenentwintig
1	een	11	elf	22	*tweëntwintig
2	twee	12	twaaft	23	*drieëntwintig
3	drie	13	*dertien	30	*dertig
4	vier	14	*veertien	40	*veertig
5	vijf	15	vijftien	50	vijftig
6	zes	16	zestien	60	zestig
7	zeven	17	zeventien	70	zeventig
8	acht	18	*achttien	80	*tachtig
9	negen	19	negentien	90	negentig
		20	twintig		

Een is sometimes written with two accents, één, to make it clear that it means *one* and not *a/an*; see lesson one, grammar point 2.

Tweeëntwintig, drieëntwintig: remember the two dots from lesson one, point to watch 3.

Notice the way the Dutch form the numbers: eenentwintig is literally "one and twenty".

If you listen carefully, you will notice that the accent in the teens is on the first part of the word, unlike English. The accent is in the same place in dertien and dertig etc. Also listen to the sound of the *i* in dertig, zestig etc. It's that swallowed "uh" sound again.

Telephone numbers

Telephone numbers can be given in two different ways in Dutch. They are usually read out in pairs, i.e. 123456 is read *twalf vierendertig zesenvijftig* (*twelve thirty-four fifty-six*). But the numbers can also be said separately: 123456 then becomes *een twee drie vier vijf zes* (*one two three four five six*).

The exercises will give you practice with the numbers in pairs. You will probably find this difficult at first, but you will need to understand them.

● ■ Exercise four

Listen to the numbers and fill in.

You are now going to practise the Dutch numbers you've learnt so far. Look at the example in your textbook and listen to the tape without writing first. Then do the exercise sentence by sentence and stop the tape to write down the missing numbers in both words and figures. If necessary, go through the list of numbers in this handbook again. When you are quite sure that you've given the correct answers, check them in the key.

● ■ Exercise five

Read, listen and speak.

Give the telephone numbers of the following people: Jan, Bert, Marijke. They are all printed in your textbook.

For each number, look at the telephone number in your textbook, listen to the question on the tape and give the number aloud in pairs of figures. Then listen to the correct response.

When you've done this, try listening to the tape again (close your textbook!) and writing down the telephone numbers in full. Check with the textbook key that you've written them correctly.

■ Exercise six

Fill in.

To start your last session, practise writing some of the words in the text; fill in the missing words in this exercise. Check your spelling carefully.

Grammar point

By now you should feel confident that you know the new material in the text. If so, study the point below, which will explain something about the language you have come across. Then do exercises seven and eight to finish the lesson.

hij/ze/het *he/she/it*

These words can be used to talk about people or things. They're known as personal pronouns§.

De words can be referred to as **hij** or **ze**, corresponding to *he* or *she* when you are talking about people:

De directeur heet Bert Zoutendijk. Hij is 39.

De secretaresse is 24. Ze heet Marijke.

As you will see later, **hij** is used for most words which refer to things.

You simply use **het** on its own, meaning *it*, to refer to **het** words:

Het bedrijf van Bert Zoutendijk is in de Industriestraat. Het is een rijwielfabriek.

■ Exercise seven

Fill in: he/she/it

Try this exercise to check that you've understood the grammar point. Look at the example in your textbook. Replace the words in brackets by **hij**, **ze** or **het**.

■ Exercise eight

Fill in: use he/she/it where necessary.

Complete the sentences with details from the two short descriptions you are given of Jan van Haren and Ellie Wiersma.

Wordlist: Exercises etc.

acht eight	veertien fourteen
achttien eighteen	veertig forty
het adres address	vier four
dertien thirteen	vijf five
elf eleven	vijftien fifteen
gebruik (gebruiken) use	vijftig fifty
de getallen (s. het getal) numbers	de volgorde order
goed, goede right, correct	waar true; where
het it	woont (wonen) lives
lees (lezen) read	de woorden (s. het woord) words
negen nine	zes six
negentien nineteen	zestien sixteen
negentig ninety	zestig sixty
nodig necessary	zet (zetten) put
het nummer number	zeven seven
of or	zeventien seventeen
onwaar false, untrue	zeventig seventy
op on, at	de zinnen (s. de zin) sentences
schrijf op (opschrijven) write down	de firma van Haren
spreek (spreken) speak	Jan van Haren
tachtig eighty	de Industrieweg
tien ten	de Vondelstraat
twintig twenty	Ellie Wiersma

Answers

Point to watch 1

- 1 Ik ben 39 jaar.
- 2 Ze is 24.
- 3 Hij is 56 jaar oud.

Make sure that you understand all the notes and can do everything in lesson two easily before you go on.

3 Lesson three

In this lesson you'll continue to practise numbers and addresses and you'll deal with words like *ik* (I) and *je* (you) and with the present tense of *zijn* (be). Pronunciation practice covers the short u sound; you've already met it in words like *vul in* and *nummer*.

●■ Text

You are going to meet the people at the local community centre once again. The narrator will tell you how old they are, what they do and where they live. Listen to the text once or twice. Then read it in your textbook while you listen again. Study it with the help of the wordlist and notes.

Wordlist: Text

altijd always	nu now
dit this	vlakbij near
de flat flat	welkom welcome
hallo hello	zeg (zeggen) say
het hart heart	zeg maar just say
de huisvrouw housewife	zijn (zijn) are (be)
jong young	
jong van hart young in heart	de Bredeweg
jullie you	Meeholt (a district)
maar just; but	het Vondelplein

Points to watch

1 cultureel werkster (4) social worker

The form *werkster* shows that the person in question is a woman. A man would be called a *cultureel werker*. In lesson two you met another example: *vertelster*, female narrator. A male narrator would be a *verteller*.

2 meneer (16) Mr

The original form *mijnheer* is now usually spelt *meneer* to reflect the pronunciation. This is another example of the swallowed *ij* which you practised in lesson two. (Grammar point 1 of this lesson will deal with similar changes in spelling in words like *ze* and *zij*.) Note that *meneer* is not written with a capital letter.

3 op de Bredeweg (20) on Bredeweg

Toon lives **op de Bredeweg**, Zoutendijk is **in de Industriestraat** and, as Ellie would tell you, the community centre is **op het Vondelplein**. In Dutch, you see, names of streets or squares are preceded by **de** or **het**; the article is not normally used in English. Notice also that you live **“in” een straat**, but **“op” een weg** and **“op” een plein**. In any case, you live **“op” nummer 16**, or whatever the number might be. By the way, did you notice that the house numbers follow street names in Dutch? **Vondelplein 30, Meeholt 83-54.**

Culture notes

- 1 The community centre This is the meeting place for people from the neighbourhood. Residents can drop in for a cup of coffee and a chat, or they can take part in one of the activities. As the **cultureel werkster**, it is Ellie's job to help run the centre.
- 2 Meeholt 83-54 Many recently-built neighbourhoods do not have street names, but numbers instead. **Meeholt** is the name of the neighbourhood, **83** is the street number and **54** is the number of the house or flat.

● Exercise one

Listen and repeat.

The sentences you are going to hear are all adapted from the text. Listen to them one by one and repeat. Keep doing this exercise until you can speak quite fluently. Check the sentences in the key afterwards.

■ Exercise two

Complete the sentences.

This exercise checks whether you understand the text. Read it once again, then fill in the blanks with the right phrase. You can check your answers in the key when you've finished; if you haven't done well, study the text again and look at the translation.

Translation

Narrator This is Ellie de Jong.

Ellie Hello, I'm Ellie.

Narrator She's 23.
She's a social worker in the community centre.
The address is 30, Vondelplein.
The telephone number is 075 – 0678910.

Ellie You're always welcome.

Narrator And now Thea Wiersma.

Thea My name is Thea Wiersma.
I'm married and I have two children.

Narrator She's 35.
She lives in a flat near the community centre: Meeholt 83-54.
She's a housewife.
And may I introduce Mr van de Heuvel?

Toon Just say Toon, I'm called Toon van de Heuvel.
I'm already 66, but I'm young in heart.

Narrator Toon lives on Bredeweg at number 91.

Pronunciation point

In this lesson you are going to practise the short **u**. The text contains several words with this typically Dutch sound, for instance **telefoonnummer** and **jullie**. There is no real equivalent in English, but it may help you to make the sound if you try to say *i* as in English *sit*, but with rounded lips.

● ■ Exercise three

a) Listen and repeat.

Hans Peters, a social worker, tells you a few things about himself and his work. Every phrase contains at least one short **u** sound. Listen to what he says and repeat the phrases one by one.

b) Listen and fill in.

Rewind your tape and look at your textbook. This time you have to fill in the words that contain the **u**; go through the phrases one by one, stopping the tape after each one.

■ Exercise four

Choose a word and fill in.

Complete each sentence with one of the expressions at the beginning of the exercise. Be careful: you won't be able to use all of them!

Grammar point

1 Personal pronouns

As you know, **hij**, **ze** and **het** are personal pronouns (see lesson two, grammar point). You have come across some more in this lesson:

ik ben Ellie **jullie** zijn altijd welkom

Here is the complete list:

ik I	wij/we we
jij/je you	jullie you
u you	u you
hij he	
zij/ze she	zij/ze they
het it	

The word **ik** is usually written with a small letter, unlike **I** in English. **Jij**, **zij** and **wij** are the forms used when you want to stress something; you will probably more often meet the unstressed forms **je**, **ze** and **we**. (See lesson two, pronunciation point 1.)

Ze is huisvrouw.

Ik ben secretaresse, maar **zij** is huisvrouw.

As you see, from the list above, there are three different translations of the English **you**: **Jij/je** is the singular form, used to address just one person.

Jullie, the plural of **je**, is used for more than one person. Whereas **je** and **jullie** are used in less formal situations, you need **u** when you talk to someone you do not know very well. It is also quite commonly used to address an older person, and this even goes for members of your own family. **U** can be singular or plural. You'll find plenty of examples of all these ways of addressing people in the following lessons. Look out for them.

■ Exercise five

Fill in.

This exercise gives you practice in using the right pronouns. The example in your textbook shows you how. When you've finished, read grammar point 1 once again before going on to grammar point 2.

Grammar point

2 **zijn** to be

The forms of **zijn** are frequently used; that is why it's important for you to try to remember them. You've already met some of them in the texts; see if you recognise them in the list below, which contains all the present tense forms.

ik ben	directeur	we zijn	in het buurthuis
je bent	Toon	jullie zijn	altijd welkom
u bent	meneer Bekkevoort	u bent	jong van hart
hij/ze is	hier voor zaken	ze zijn	in Zaandam
het is	op het Vondelplein		

Notice that the form **u bent** is used both in singular and plural, that is, whether talking to one person or several.

Zijn itself is the infinitive§, the basic form of the verb§. In the wordlists, you will find that all the verb forms are followed by the infinitive in brackets. It's useful to be able to recognise the infinitive, which is the form listed in dictionaries.

■ Exercise six

Make sentences.

Look at the example in your textbook. Make complete sentences using the phrase and pronoun given, and the corresponding form of *zijn*.

■ Exercise seven

Choose the correct word and fill in.

Again, follow the example in your textbook. Complete each sentence with one of the three pronouns given.

Wordlist: Exercises etc.

bent (zijn) are
de cultureel werker social worker
(male)
je you
jij you
kies (kiezen) choose
kijk (kijken) look
maak af (afmaken) complete,
finish
naar at
Nederland (s.) the Netherlands
ook also, too, as well

de plaatjes (s. het plaatje) pictures,
illustrations
de straat street
de verteller narrator (male)
we we
wij we
woon (wonen) live
ze she; they
zij she; they
meneer Jansen
Hans Peters

Look back to the beginning of this lesson and check that you can remember all the points mentioned there. Do you know the pronouns and the forms of *zijn* thoroughly? Read grammar points 1 and 2 once more before going on to lesson four.

4 Lesson four

In the first three lessons you learnt how to introduce yourself and other people; now you're going to learn how to greet people you already know. For grammar, there is more about *zijn*, this time in the question form. Pronunciation practice will cover the Dutch long u sound, as in *hoe gaat het met u?*

● Text

Now that you've met the characters, the story can begin. Jan Bekkevoort has just arrived from Belgium. He goes into the office to say hello to Marijke and see if Bert is in. The text is in three parts separated by tones, but listen to it right through first and see how much you understand.

● ■ Exercise one

True or false?

Don't read the text yet. Look at statement one in the textbook, listen to the first part of the text (up to the tone) and note down whether the statement is true or false. If you aren't sure, rewind the tape and listen again, and look at the wordlist if necessary. Do the same for the second part of the text (up to the next tone) and statement two, then for the third part and statement three. Did you understand everything? Check your answers in the key.

● ■ Text

Now read the text and listen to it right through again. Study it in detail, look at the points to watch and use the translation to check your understanding.

Wordlist: Text

al yet
best, beste dear, best
binnen in, inside
dank je thank you
dat that
er in, here; it
even just
fijn, fijne fine

ga (gaan) go
ga zitten do sit down
gehad (hebben) had
goed well, good
goedemorgen good morning
heel very
het gaat goed met ... is well
hoe how

hoe gaat het met u? how are you?	te laat late (lit. too late)
hoe is het met je? how are you?	trouwens for that matter
jou you (familiar form)	uitstekend very well, excellent
de kerel chap	voor for
kom (komen) come	vragen ask
laat late	wat what
meneer sir	wat is er? what is it?
nee no	wie who
nee hoor no, not at all	zal (zullen) shall, will
op tijd on time	ziet er uit (er uitzien) look, are
prima very well, fine	looking
de reis journey	zitten sit
te too	zoals as

Points to watch

1 Goedemorgen (1) Good morning

This is a common greeting. People often drop the **d** in **goede** so that it sounds like **goeiemorgen** (it can also be written this way). If you didn't notice this in the text, listen again.

2 Nee hoor (4) No/No, you aren't

This is the Dutch equivalent of the English short answer:

Ben ik te laat? Nee hoor. Am I late? No, you aren't.

Een goede reis gehad? Ja hoor. Had a good journey? Yes, I have.

3 jij ziet er goed uit (6) you're looking well

Er is one of those words which take on different meanings in different contexts. Look through the text for more examples of sentences with **er**. Write them down and try to translate them; you can check your version with the translation of the text.

4 Ik zal even voor u vragen (9) I'll just see (lit. I shall just ask for you)

Zal is the Dutch word for the English *shall* or *will*. **Even**, *just*, is another of those little words which make the sentence run smoothly.

5 Uitstekend zeg (15) Very well, thank you

Kom binnen zeg! (19) Do come in!

As you see, **zeg** cannot be translated literally here; it is a typical Dutch noise with no particular meaning. Compare the English *actually* in *I'm very well, actually*. In **Wie zeg je? (12)**, though, it does mean *say*.

6 Ga zitten. (19) Do sit down.

People use this formula when they are on informal terms and call each other **je**; there is also the more formal version **gaat u zitten**, used when people are not on first-name terms.

Culture note

You've probably noticed while studying the text that Marijke calls her superiors, Bert and Jan, **u** (the formal *you*), while they call her **je** (informal *you*) in return. This is not unusual in Dutch offices. Look through the text to see who uses **je/jij** or **u** to whom.

Translation

Jan Good morning, Marijke.

Marijke Good morning, Mr Bekkevoort.

Jan Am I late?

Marijke No, you aren't, you're on time. How are you?

Jan Very well, and you're looking well, as always for that matter. Is Bert in yet?

Marijke I'll just see, sir.

Bert What is it, Marijke?

Marijke Mr Bekkevoort is here.

Bert Who did you say?

Marijke Mr Bekkevoort.

Bert Hello, Jan, dear chap, how are you?

Jan Very well, and you?

Bert Very well too, thank you. I'm glad (lit. Fine) that you're here. Had a good journey? Do come in! Do sit down.

● Exercise two

Listen.

Listen to the sentences; two acquaintances are addressing Thea Wiersma. Which of the two knows her quite well, do you think, a or b? Write the letter down and check in the key.

■ Exercise three

Find the right answer to the question.

Here are some of the everyday phrases used in the text. Match the answers to the questions by writing down the number and the corresponding letter.

Pronunciation point

In this lesson you are going to practise another **u** sound, which occurs in **buurthuis** and **nu**. This is longer than the short **u** which you practised in lesson three. Again, there is no English equivalent; try saying *ee*, as in English *see*, but with rounded lips.

● Exercise four

Listen and repeat.

The sentences on the tape all include words with the long **u** sound. Listen carefully to each one and repeat it.

Exercise five

You are talking to Toon. You know him quite well, so you use the familiar *je*. Without looking at your textbook, see if you can write down the Dutch sentences you need to

- 1 say good morning to him
- 2 ask him how he is
- 3 ask him if he had a good journey

4 ask him to come in

5 ask him to sit down.

The solution is in the key at the back of the textbook.

● Exercise six

Speak and listen.

The answers to exercise five are recorded. Listen to them all first and then re-wind. Now, at the tone, say the first sentence you wrote down in exercise five; then listen to the correct sentence on the tape. Continue in this way with all the sentences.

■ Exercise seven

Choose a word and fill in.

You won't need all the words to complete the sentences.

Grammar point

Question form of **zijn**, *to be*

In lesson three you learnt the present tense forms of **zijn**: **ik ben Ellie**, for instance. Now you'll find out about the question form. Perhaps you'd like to take another look at the text for this lesson and see if you can find any questions using a form of **zijn**. Write them down.

This is probably what you wrote:

Ben ik te laat?

Is Bert er al?

Wat is er?

Hoe is het met je?

Now see if you can turn the following sentences into the question form:

U bent meneer Bekkevoort.

Marijke en ik zijn erg laat.

Jan en Bert zijn in Zaandam.

If you can do that, you have practically written your own grammar point for this lesson! The following sentences give you all the forms. You'll find them set out in the appendix as well.

Ben ik vlakbij het Vondelplein?

Ben jij/je Ellie de Jong?

Bent u meneer Bekkevoort?

Zijn we te laat?

Zijn jullie hier voor zaken?

Meneer Zoutendijk en meneer

Bekkevoort, bent u collega's?

Zijn zij in Zaandam?

Is Thea er ook?

Compare these forms with the ones you learnt in lesson three, grammar point 2, and you'll see that **je bent** becomes **ben je?** in the question form.

Exercise eight

Ask a question.

Look at the example in your textbook. Turn each statement into a question, using the appropriate pronoun according to the name you are given.

Exercise nine

Answer the question.

You meet a colleague at a business conference and he asks you questions about several people. Listen to the example; you hear the question, then a voice giving the answer for you, and finally the correct answer repeated. Now listen to the questions and respond as in the example; start with **ja** each time and use a pronoun instead of the name.

Wordlist: Exercises etc.

het antwoord answer

bij to

dag hello

geef (geven) give

ja yes

mevrouw Mrs

op kantoor at the office

stel (stellen) ask, put

de vraag question

wonen live

zie (zien) see

zoek (zoeken) find, look for

mevrouw Jansen

Toon Jansen

5 Lesson five

Lesson five deals with asking for information and making people welcome. It continues with the question form of **zijn**, and adds the question words **wie**, **wat**, **waar** and **hoe**: *who*, *what*, *where* and *how*. The pronunciation practice contrasts the Dutch sounds **w** and **v** as in **Wiersma** and **van Haren**.

Text

At the community centre, Thea Wiersma, who has just come to live in the neighbourhood, meets Ellie and Toon for the first time. Listen to the whole text once, then listen again and try to pick out which Dutch sentences mean the following:

1 Are you looking for someone?

2 What can I do for you?

3 I'd like some information.

4 Perhaps I can help you.

Read the text and find the sentences you picked out. You can check your answers by doing exercise one.

Exercise one

Listen and repeat.

The sentences you should have found in the text are now on the tape for you to listen to and repeat. They are printed in the key.

Text

Now study the text in detail, using the wordlist, notes and translation.

Wordlist: Text

ach oh

het been leg

daar there

daarvoor for it, for that

dag hello; good-bye

doen do

eerst first

graag please

hé hey

hè eh

helpen help

hoe gaat het met jou? how are you?

iemand somebody, anybody

de inlichtingen (pl.) information
 kan (kunnen) can
 de koffie coffee
 het kopje cup
 de last trouble
 lekker, lekkere nice
 misschien perhaps
 mmh mmm
 niet not
 niet zo best not very well
 nieuw, nieuwe new
 nou well
 vervelend annoying

waar kan ik terecht? where should I go?
 wat some
 wat vervelend! what a nuisance
 weer again
 weer zo'n last van . . . having trouble with . . . again
 wil (willen) want
 wil graag I'd like
 wilt (willen) want
 zo such
 zoekt (zoeken) here: are . . . looking

Points to watch

- 1 Zoekt u iemand? (1) *Are you looking for someone?*
 There is no special form equivalent to the English -ing form in Dutch.
- 2 Dat ben ik. (3) *That's me.*
 Dutch uses the pronoun **ik** (*I*) here.
- 3 graag (7) *please*
 This is one possible translation of the English *please*. Thea Wiersma says **Ik wil graag wat inlichtingen. I want/I'd like some information, please.**
- 4 Waar kan ik daarvoor terecht? (8) *Where should I go (for that)?*
 This is a useful phrase when you want to know where to get something.
 You might ask someone:
Ik wil graag een nieuwe fiets. Waar kan ik (daarvoor) terecht?
I'd like a new bicycle. Where should I go (for it)?
 And the answer is, of course, to Zoutendijk's!
- 5 een kopje koffie (10) *a cup of coffee*
 Dutch does not need **van**, *of*, here as a link.
- 6 Weer zo'n last van mijn been, hè. (15)
 That **hè** can often be translated by a question tag: *isn't it? aren't they?* etc.
 Toon, being Toon, is saying something like *Having trouble with my leg again, ain't I?*

Culture notes

- 1 **Het kopje koffie** is not just something you drink: it's a social occasion. Ellie offers Thea a coffee to make her feel at home. She might also provide a biscuit — just one per cup. To have more would be greedy!
- 2 Hello and good-bye **Dag** (short for **goedendag**, *good day*) is used for both *hello* and *good-bye*, which explains why some Dutch people whose English is a little shaky might greet you with a cheery "Good-bye!". **Dag** will be used many times in the conversations you will hear. Try and pick up the different intonations: when used as *good-bye*, it is usually long and drawn out — **dááág**.

Older people will usually add a name or a title, **dag meneer**, **dag mevrouw**; it used to be considered rather rude to use just **dag** on its own. Younger people don't bother so much, but you will notice that names are used frequently. You are supposed to know and remember the names of people you've met.

Translation

Ellie Hello, are you looking for somebody?

Thea Yes, the social worker.

Ellie That's me. I'm the social worker, Ellie de Jong.

Thea I'm Thea Wiersma.

Ellie What can I do for you?

Thea I'm new here in Zaandam.
 I want some information, please.
 Where should I go for it?

Ellie Perhaps I can help you.
 Do you want a cup of coffee first?

Thea Mmm, that's nice.

Ellie Hey, there's Toon.
 Hello, Toon, how are you?

Toon Well, not very well.
Having trouble with my leg again.

Ellie Oh! What a nuisance!

■ Exercise two

What is true? Fill in.

Read the text again before completing the sentences with a, b or c. (Note that **waar** means *true* in the instruction; it can also mean *where*.)

Pronunciation point

Wat *vervelend*, Ellie says, and now that you have realised that the Dutch letter **w** sounds similar to an English *v*, while the Dutch letter **v** sounds closer to an English *f*, you are probably thinking the same! To make the **w**, try saying the English *v* with a *w* in front of it: *wv*. To make the **v**, try saying the English *f* preceded by *v*: *vf*.

● ■ Exercise three

w or v? Listen and fill in.

Now check whether you can distinguish between those Dutch words that begin with a **w** and those that begin with a **v**. Write down each word you hear on the tape in the appropriate column.

Grammar point

wie? wat? waar? hoe? who? what? where? how?

As you have already practised the question form of **zijn** in lesson four, these question words shouldn't give you much trouble. You can probably find out for yourself how to use them; see if you can match up the following questions and answers.

- | | |
|------------------------------------|----------------------------------|
| 1 Wie bent u? | a) Uitstekend, dank je. |
| 2 Wat is de naam van de directeur? | b) In Zaandam. |
| 3 Waar is het bedrijf? | c) Bert Zoutendijk is zijn naam. |
| 4 Hoe gaat het met je? | d) Ik ben Marijke van Haren. |

You should have written 1d, 2c, 3b, 4a.

To sum up:

Wie bent u?
Wat is zijn naam?
Waar is het bedrijf?
Hoe gaat het met je?

Who are you?
What is his name?
Where is the firm?
How are you?

An alternative to **Wat is zijn naam?** is **Hoe heet hij?** *What is he called?* Note the use of **hoe** (literally *how*).

■ Exercise four

Answer the question.

You're talking to Thea, who wants to know where various people and buildings are. Look at the example in your textbook. Give the answers as in the example, using the words in brackets, and don't forget to start the sentences with a pronoun.

■ Exercise five

Ask a question.

You want to know a few things about an acquaintance, Hans Peters. As in the example, write down the questions you need to get the information given. Use **wie, wat** or **waar**.

Exercise six

Choose a word and fill in: where, who, how, what.

Mr Bakker appears to have lost his way. Fortunately, Mr Jansen is there to help him. Complete the conversation.

Wordlist: Exercises etc.

komt (komen) come

meneer Bakker

6 Lesson six

After this lesson you should be able to spell your name and address in Dutch. Some of the letters of the alphabet are pronounced quite differently from English; the a, e and i need particular care. For a change, you are not going to start with a text, but with a short exercise.

Exercise one

Listen and write down the numbers.

On the tape you will hear

- 1 the name of a city
- 2 the name of a restaurant
- 3 the name of a canal

but not necessarily in that order.

Write down the numbers in the order in which you hear the names on the tape.

The answer is in the key. Familiarise yourself with the names before you go on to listen to the text.

Text

Marijke is ringing Directory Enquiries from the office to ask for the phone number of a restaurant in Amsterdam. The operator doesn't understand the name of the restaurant and asks her to spell it. First listen, then read and study the text.

Wordlist: Text

bedankt thanks
goedemiddag good afternoon
de gracht canal
heeft (hebben) have
de inlichtingen (pl.) enquiries
mij me
het ogenblikje moment
het restaurant restaurant
schrijf (schrijven) write

de telefoniste operator (female)
tot uw dienst you're welcome
wat zegt u? what did you say?
zegt (zeggen) say

Amsterdam
Blankenburg
de Keizersgracht
restaurant Plankenburch

Points to watch

- 1 **Restaurant Planckenburch (3) the Planckenburch Restaurant**
Note that the order of words is different in Dutch and English.
- 2 **Bedankt. (13) Thanks.**
This expression is used to thank someone informally.
- 3 **Tot uw dienst. (14) You're welcome.**
You will hear this quite often in shops, banks etc. when you have thanked somebody for doing you a service.
- 4 **Goedemiddag. (15) Good afternoon.**
This is more polite than **dag** (lesson five, culture note 2) and does not have to be followed by a name. Compare the pronunciation with **goedemorgen** in lesson four.

Culture note

De Keizersgracht, where Marijke wants to book a table in a restaurant, is one of the most beautiful of the Amsterdam canals. There are more than five hundred canals, or **grachten** as they are called. Originally constructed to drain the marshland on which the city is built, they encircle the old city centre. In fact, the Dutch speak of the **grachtengordel** (*girdle of canals*). The best known are the **Singel**, **Herengracht**, **Keizersgracht** and **Prinsengracht**.

Translation

- Operator** Enquiries.
- Marijke** Have you the telephone number of the Planckenburch Restaurant (for me)?
- Operator** What did you say? Blankenburg?
- Marijke** No, Planckenburch, on Keizersgracht in Amsterdam.
- Operator** How do you write that?
- Marijke** P-L-A-N-C-K-E-N-B-U-R-C-H.

- Operator** Just a moment . . .
The telephone number is 020—0675321.

Marijke Thanks.

Operator You're welcome.

Marijke Good afternoon.

Exercise two

Choose a word and fill in.

This is an excerpt from the text. You won't need all the words in the list.

Exercise three

Listen and repeat.

The letters in the Dutch alphabet can be grouped according to their sounds, as you will realise when you've done this exercise. Listen to the groups of letters on the tape and repeat each one.

Alphabet

These are the groups of letters that you have just practised. On the left are English sounds that approximately rhyme with some of the Dutch letters.

English	Dutch
<u>a</u> h	a h k
tea	b c d e g j p t v w
<u>s</u> ix	i
o <u>h</u>	x
e <u>f</u>	o
<u>b</u> ay	f l m n r s z
	u q
	ij (y)

The sound in **b, c, d** etc. is the Dutch **ee**. There's no exact equivalent in English, so listen carefully. You have already practised the **u**, and **q** rhymes with it.

The group **ij** is considered as one letter in Dutch. As you heard, it's called **lange ij**. It comes before **z** in the alphabet. The letter **y** occurs very rarely in Dutch names. If you need it to spell your name, you will have to call it **de griekse ij**, "the Greek ij".

● Exercise four

Listen and write down.

A receptionist is taking down three Dutch surnames. Write them down with her.

■ Exercise five

Put in the right order.

All the sentences come from the text, but they are in the wrong order. Try to rearrange them without looking at the text.

Pronunciation point

The long **o** sound in **Toon** is not the same as the sound in English *tone*. It is longer and more rounded. Take care! It is not always spelt **oo**.

● Exercise six

Listen to the text and write down words with a long o sound.

■ Exercise seven

Read the following text. Choose an expression and fill it in.

Ellie is talking to Toon, who has just called in at the community centre. Who do you think says what, and when? If you can put the expressions in the right place, you have already learnt to use some very useful Dutch phrases.

Wordlist: Exercises etc.

de klank sound

de uitdrukking expression

volgend, volgende following, next

Dijkstra

Meuleman

Rietveld

7 Lesson seven

Lesson seven introduces some of the shops and services that you can expect to find in a shopping centre like **het winkelcentrum op het Vondelplein**. The grammar point deals with words like **mijn naam**, **zijn secretaresse**: in other words, possessives. Pronunciation practice focuses on the long **a** sound found in **zaak**. You start with an exercise again this time.

■ Exercise one

Where can you get these?

Look at the pictures in the textbook. You can get all the things illustrated at the Vondelplein shopping centre. Can you guess where? Match up the numbers with the letters.

■ Text

Thea Wiersma is very pleased with a letter she's just received from the Vondelplein Traders' Association. This is sent to all newcomers to the neighbourhood to advertise the various facilities at the shopping centre. First read the letter. Don't look up the unfamiliar words immediately, but try to puzzle out the meaning yourself, using the points to watch if necessary.

Points to watch

- 1 Fam. (Familie) Wiersma (1) The Wiersma family/the Wiersmas**
Note that the order of words is different in Dutch. Compare **Restaurant Planckenburch**.
- 2 stad (5) town/city**
A **stad** can be either a town or a city.
- 3 een bakker (7) a baker's**
Dutch does not need 's with the names of shops etc.
- 4 bloemenzaak (7) flower shop**
You have already met words that are written as one where English would have two. **Telefoonnummer** and **rijwielfabriek** are two more examples, and there are several others in this lesson.

- 5 **Tot ziens (12)** *See you/Till we meet again/Good-bye*
You will hear this very often; in fact, it is the most common way of saying good-bye.

Text

Now listen to the same letter as Thea reads it out, with her comments added. You'll find this version printed in the key. Study the text more fully.

Wordlist: Text

aan to, on	ons, onze our
aan de overkant (van) on the other side (of)	de plattegrond street plan
de auto car	het plein square
de bakker baker	het postkantoor post office
de bank bank	het reisbureau travel agency
de bewoners (s. de bewoner) residents	de stad town, city
de bloemenzaak flower shop	de supermarkt supermarket
de brief letter	tot ziens see you, till we meet again, good-bye
fam. = familie	uw your
de familie family	veel a lot of, much, many
de garage garage	het warenhuis department store
handig, handige useful	wat leuk how nice
hebben have	het winkelcentrum shopping centre
de hoek corner	de winkeliers (s. de winkelier) traders, shopkeepers
kapot out of order	de winkeliersvereniging traders' association
leuk, leuke nice	de winkels (s. de winkel) shops
naast next to	
namens on behalf of	de WVVV = de winkeliersvereniging van het Vondelplein
net just	
o oh	
om de hoek round the corner	

Culture notes

- 1 Flower shop No shopping centre is without a well-stocked flower shop; the Dutch are very fond of flowers and have a great variety to choose from. Every

home has house plants, and window sills are often made especially wide to accommodate them.

- 2 **Familie Wiersma** The Traders' Association addressed the letter to the family. Writing to Thea alone, they might have used her maiden name as well as her married one, i.e. **Mevr. Thea Wiersma-Jansen**. For addresses and signatures, married women normally use both surnames, though nowadays some younger women prefer to use their maiden name only.

- 3 Post code The post code, you will notice, comes before the place name.

Translation

To the new residents,

Welcome to our town on behalf of the Vondelplein traders. In our shopping centre we have a supermarket, a department store, a baker's and a flower shop. Next to the supermarket are a bank and a travel agency. Our post office is on the other side of the square. Is your car out of order? We have a garage as well and Zoutendijk's bicycle factory is just round the corner. Here you have a street plan.

See you in the shopping centre!

The Vondelplein Traders' Association (the WVVV)

Exercise two

Complete the sentences.

Listen to the text once again and choose a, b or c to complete each sentence so that it makes sense.

Exercise three

Fill in.

A stranger to your shopping centre stops you in the street to ask where various buildings are. Look at the drawings and then complete the answers.

Exercise four

Listen to the tape and fill in. Use *de/het/een*.

Exercise five

Fill in.

Look at phrases a and b in the textbook and read the two short passages below them. Which phrase belongs in which passage? Match up the number of the passage with the letter.

Grammar point

Possessives

You have already come across some of the Dutch possessives: *mijn* in *mijn naam*, for instance. Perhaps you would like to look through all the texts again and write down the ones you can find before reading the rest of the grammar note.

Did you write down these?

<i>mijn naam</i>	<i>my name</i>
<i>uw auto</i>	<i>your car</i>
<i>zijn secretaresse</i>	<i>his secretary</i>
<i>onze stad</i>	<i>our town</i>
<i>ons postkantoor</i>	<i>our post office</i>

Note that it is *onze stad*, but *ons postkantoor*. Use *onze* before a *de* word and *ons* before a *het* word, e.g.

de flat *onze flat* *het buurthuis* *ons buurthuis*

There are still one or two possessives to add to your list. Can you pick them out from the following sentences?

Is *de fiets* van *Ellie*? *Ja, het is haar fiets.* *It's her bicycle.*
Hier is jouw koffie, Toon. *Here is your coffee, Toon.*

Ellie en Thea, hier is jullie koffie. *Ellie and Thea, here is your coffee.*

De Zoutendijks hebben een rijwielfabriek. *Hun fabriek is in Zaandam.*

Their factory is in Zaandam.

Meneer en mevrouw Wiersma, uw kinderen zijn er. *Your children are here.*

This is the complete list of possessives:

(ik)	<i>mijn naam</i>	(we)	<i>ons postkantoor</i>
(je)	<i>jouw koffie</i>		<i>onze stad</i>
(u)	<i>uw auto</i>	(jullie)	<i>jullie koffie</i>
(hij)	<i>zijn fiets</i>	(u)	<i>uw kinderen</i>
(ze)	<i>haar secretaresse</i>	(ze)	<i>hun fabriek</i>

Exercise six

Fill in.

Finish the captions to these pictures, using a possessive.

Exercise seven

Fill in.

Fill in one of the possessives in brackets to complete the sentences so that they fit the pictures.

Exercise eight

Answer.

A secretary from a firm where you do business asks you several things. Answer her as in the example, using the right possessive.

Pronunciation point

The long *a* sound in *zaak* and *namens* is similar to the sound in English *park*. As you can see, this sound is not necessarily spelt with a double *a*; if an *a* is followed by only one consonant and then a vowel, it is usually pronounced as

long a. Another example of this spelling is **Haren**. Compare the pronunciation points in lessons four and six: the same applies to the long **u** and the long **o**.

Exercise nine

Listen and repeat.

The words you will hear all contain the long **a** sound.

Wordlist: Exercises etc.

het centrum centre

dan then

erg very

haar her

het huis house

hun their

jouw your

jullie your

het Koninklijk Paleis the Royal Palace

krijgen get

het Monument the Monument

de rondvaartboten (s. de rondvaartboot) sightseeing boats

tegenover opposite

de Kalverstraat

het Rokin (street)

meneer Smit

8 Lesson eight

In lesson eight you are going to learn about the days of the week and asking for and giving information. You start with the present tense forms of **hebben**, *to have*; then you revise asking questions with words like **wie** (*who*) and **wat** (*what*). The pronunciation exercise deals with the typical Dutch **g** sound which you find at the end of **dag**.

Text one

Thea has just written a letter to a friend in her old home town. Read the letter; this text is not recorded. There aren't many new words in the text, but you may need to look at the wordlist and points to watch, and finally the translation. Try to find the forms of **hebben**, *to have*, that occur in the letter, and then go on to grammar point 1.

Wordlist: Text one

dus so, then

eens een keer some time

de groeten (pl.) (kind) regards

groot, grote big, large

hebt (hebben) have

je your (unstressed)

kom langs (langskomen) drop in

de man man, husband

de school school

van from

Annie Dijkmans

de Dorpsstraat

Utrecht

Points to watch

- Ik heb een brief van de winkeliersvereniging. (7-8) *I have a letter from the Traders' Association.*
Van here means *from*.
- Kom dan eens een keer langs! (12) *Do drop in some time!*
Eens een keer is pronounced *es 'n keer*.

Translation: Text one

Annie Dijkmans
Dorpsstraat 140
2535 LS Utrecht

Dear Annie,

How are you? We are all well.

We now have a flat in Zaandam. We have a nice shopping centre here. I have (got) a letter from the Traders' Association: the shopping centre has a big department store and a supermarket. Has your shopping centre got a traders' association too? The children have a nice school here.

Have you got a car now? Do drop in some time! You have our address in Zaandam.

So till we meet again, (and) kind regards to your husband and the children.

Thea.

Grammar point

1 Hebben to have

The letter contains all the present tense forms of **hebben** except for this one:

U hebt/heeft een collega. *You have a colleague.*

Either **hebt** or **heeft** is correct with **u**.

Note that the English translation of **hebben** can often be *have got* rather than just *have*:

We hebben een flat. *We have a flat.* or *We have got a flat.*

Note too the position of **nu** and **hier** in the sentence:

We hebben nu een flat. *We now have a flat.*

We hebben hier een winkelcentrum. *We have a shopping centre here.*

Words like these often come immediately after the verb.

Here is a complete list of the present tense forms:

Ik heb een brief.

We hebben een flat.

Je hebt ons adres.

Jullie hebben een auto.

U hebt/heeft een secretaresse.

U hebt/heeft een vereniging.

Hij heeft een collega.

Ze heeft een fiets.

Ze hebben een fijne school.

Het heeft een bank.

Exercise one

Answer.

This exercise and exercise two will help you to get used to using **hebben**.

Answer each question as in the example, starting your sentence with **ja** and using the right form of **hebben**.

Exercise two

Fill in: hebben.

Bert Zoutendijk and Jan Bekkevoort want to know what their engagements are for the coming week. Marijke goes through the diary (**agenda**) with them.

Complete what she says, using the right forms of **hebben**.

Grammar point

2 Question form of hebben

Thea asked her friend some questions using **hebben** in her letter, and there were some more in exercise one, so they are not unfamiliar. Here are all the present tense question forms:

Heb ik jouw telefoonnummer?

Hebben we jouw adres?

Heb je ons adres?

Hebben jullie ons adres?

Hebt/Heeft u een auto?

Hebt/Heeft u een auto?

Heeft ze een fiets?

Hebben ze een winkelcentrum?

Note that **je hebt** becomes **heb je?** in the question form. It drops the **t**, just as **je bent** becomes **ben je?**

● Exercise three

You're talking to Thea on the phone. Ask questions.

You're quite surprised at what Thea tells you. Respond to each of her statements with a question, starting with **o ja**, as in the example. Then listen to the correct response.

■ Exercise four

Zijn or hebben? Make sentences.

Use a form of **zijn** or **hebben**, as in the example, to form a complete sentence.

● ■ Text two

Thea wants to know what's on at the community centre, so Ellie goes through the week's programme for her. There's something for everybody, from the children to the senior citizens, so perhaps there's something for Thea too. This time, listen to the text first and then read and study it.

Wordlist: Text two

ander, andere other
de bejaarden (pl.) senior citizens
de dag (pl. dagen) day
dinsdagochtend Tuesday morning
de disko disco
donderdag Thursday
er there
gesloten closed
de groep group
heel, hele whole
is er? is there?
kijken look, see
komen come
laat (laten) let
laat eens kijken let me see
maandag Monday

me myself
nog still
zich opgeven put one's name down,
enrol
overdag during the day
vrij, vrije free
vrijdagmorgen Friday morning
de vrouw (pl. de vrouwen) woman,
wife
wat ... allemaal what sort of
things
woensdagmiddag Wednesday
afternoon
zaterdagavond Saturday evening
zondag Sunday

Points to watch

3 zondag zijn we gesloten (2) on Sunday we are closed

The word order in Dutch is different from the English here. This will be dealt with in the grammar point for lesson nine.

4 En wat kan je allemaal doen? (4) And what sort of things can you do?

Allesmaal has different meanings and is often difficult to translate literally.

5 op school (13) at school

Notice the use of **op** for **at** here. You'll find another example in exercise four: **op kantoor, at the office.**

Culture notes

1 **De bejaarden** The senior citizens in the neighbourhood will use the community centre as their social club. There's probably a committee which, with Ellie's help, organises a variety of activities: partly educational, mostly recreational. **Je bent nooit te oud om te leren, you are never too old to learn,** they say, so there might even be an English course.

2 **De groep voor vrouwen** This will be part of a programme subsidised by the local authorities and aimed at women who have had little formal education beyond primary school.

3 **Woensdagmiddag** There is no school on Wednesday afternoons for primary school children.

Translation: Text two

Thea I say, Ellie, are you open the whole week?

Ellie Well, on Sunday we are closed, but on the other days we are open.

Thea And what sort of things can you do (then)?

Ellie Let me see . . .

On Monday and Thursday the senior citizens come during the day.

On Tuesday morning we always have a meeting.

On Wednesday afternoon the children come.

Thea The children? Oh, yes, they're free then.

Ellie On Saturday evening there's a disco and . . .

Thea Is there a group for women as well?

Ellie Yes, on Friday morning.

Thea Oh, good, the children are at school then.
Can I still put my name down for that?

Ellie Yes, you can.

Days of the week and times of day

Ellie mentioned all the days of the week, but you might like to have a list to consult before doing the exercises. Here it is:

maandag Monday	vrijdag Friday
dinsdag Tuesday	zaterdag Saturday
woensdag Wednesday	zondag Sunday
donderdag Thursday	

The days of the week are usually written with a small letter, not a capital letter as in English.

Note that **zondag zijn we gesloten** and **op zondag zijn we gesloten** both mean *on Sunday we are closed*. In other words, *on* is not always translated. There are examples with and without **op** in the text.

Most of the words for the different times of the day occurred in the text as well. Here is a list:

de dag the day	de avond evening
de morgen/de ochtend morning	de nacht night
de middag afternoon	overdag during the day

You will have noticed from the text that *Friday morning*, *Wednesday afternoon* etc. are written as one word in Dutch: **vrijdagmorgen**, **woensdagmiddag**.

Exercise five

Listen to text two and fill the letters in.

Fill in the week's programme at the community centre, using the chart in the textbook. Put each letter in the appropriate column(s).

Exercise six

Fill in.

The days of the week are missing from these sentences. Fill them in, using the table you completed in exercise five.

Pronunciation point

You will have noticed that typical Dutch **g** at the end of **dag**. It's made at the back of the throat like the sound at the end of the Scottish word *loch* — as if you have something stuck there and are trying to blow it out.

Exercise seven

Listen to text two and write down the words with a g sound.

Exercise eight

Ask questions using wie/wat/wanneer/waar and zijn/hebben

Here is some practice in using the question forms. Zoutendijk BV is having its annual Open Day for staff, family and friends. You haven't been before, so you want to know all about it. Write down your questions, using each question word once only.

Exercise nine

Speak and listen.

Now you are going to ask aloud the questions you wrote down in exercise eight. Start the tape; at the tone, ask the question, then listen to the correct question followed by the answer.

■ Exercise ten

Ask a question. Ellie gives the answer.

Look at the example in your textbook. Fill in the questions; this gives you some more practice in making questions with **zijn** and **hebben**.

Wordlist: Exercises etc.

de afspraak appointment
de agenda diary
de avond evening
dinsdag Tuesday
de fiets bicycle
gaat (gaan) go
geeft (geven) give
iedereen everybody
het kantoor office
maak (maken) make
de mensen (pl.) people
de middag afternoon
de morgen morning
morgen tomorrow
de nacht night

de ochtend morning
onder under
de Open Dag Open Day
praat (praten) talk
het programma programme
de telefoon telephone
de vergadering meeting
de vriendjes (s. het vriendje) friends
vrijdag Friday
wanneer when
de week week
het werk job, work
woensdag Wednesday
zaterdag Saturday

9 Lesson nine

Making a request, refusing a request and apologising are things we often need to do. This lesson shows you how to do them in Dutch. In the last lesson you revised the question form; now you will see that some Dutch sentences have the same word order as questions, although in fact they are statements. The pronunciation point deals with the **ou** sound in **Zoutendijk**.

● ■ Text

Having got the number of the restaurant, Marijke van Haren is now ringing to book a table. You'll hear her talking to the proprietor. Read the following expressions before you listen to the text. While you listen, see if you can pick out the Dutch phrase for each expression. This is an exercise in working out, from the context, the meaning of phrases you haven't heard before.

1 I'd like . . . 2 I'm sorry. 3 That doesn't matter. 4 That's a pity.
The answers are at the end of the lesson. Now read the text, follow it in the textbook while you listen, and study it in the usual way.

Wordlist: Text

alleen only
als if
als het kan please, if possible
dat is jammer that's a pity
dat is niet zo erg thanks anyway;
it doesn't matter
dat spijt me I am sorry
erg serious
goed all right
het kan it's possible
ik zou graag willen I'd like to
de keer time

mevrouw madam
morgenavond tomorrow evening
nou ja oh well
de personen (s. de persoon) persons
reserveren reserve
de restauranthouder restaurateur,
restaurant manager
spreekt (spreken) speak
de tafel table
's woensdags on Wednesdays
zou (zullen) would, should

Points to watch

- 1 Ik zou graag een tafel willen reserveren (4) I'd like to reserve a table please
Note the word order in this request. The basic expression you need to remember is **ik zou graag . . . willen . . .** and you fill in the blanks with whatever you want to ask: **Ik zou graag iets willen vragen. I'd like to ask something.**

2 's woensdags (6) on Wednesdays

Note the apostrophe s. It also occurs in 's *maandags on Mondays*. All the other days of the week just have an s at the end, e.g. *dinsdags zijn we altijd open we're always open on Tuesdays*.

Culture note

U spreekt met Marijke van Haren It is customary for the caller to give his or her name, right at the beginning of the telephone call. As we said before, the Dutch like to know who they are talking to. You should start a telephone conversation with "U spreekt met . . ." or simply "Met . . ." and your name.

Translation

Restaurateur Planckenburch Restaurant.

Marijke Good afternoon, this is Marijke van Haren of (the firm) Zoutendijk. I'd like to reserve a table for two (persons).

Restaurateur When for?

Marijke For Wednesday evening, please.

Restaurateur On Wednesdays we're always closed. But I still have a table free for tomorrow evening, Tuesday.

Marijke That's a pity, but only Wednesday is possible.

Restaurateur I'm sorry.

Marijke Oh, well. Thanks anyway. Perhaps another time.

Restaurateur All right. Good afternoon, madam.

Marijke Good afternoon.

Exercise one

Listen and write.

Did you understand the text? Write down the correct versions of the sentences.

Pronunciation point

The Dutch *ou* sound is very similar to the sound in English *house* and *now*, so it shouldn't give you any trouble.

Exercise two

Listen to the text and write down the words with an ou sound.

Listen several times if necessary. Check your answers in the key.

Exercise three

Write down.

Do you remember how to make a polite request in Dutch? Turn each phrase into a request, as in the example, using the expression **Ik zou graag . . . willen**. Check your answers in the key.

Exercise four

Listen and repeat.

Repeat the sentences you just formed in exercise three. Try to do this without reading them.

Exercise five

Make whole sentences.

Match up the numbers with the letters. Then write the sentences down, and you should have part of the text you have studied.

Grammar point

Word order in sentences: inversion

In the last lesson you used sentences like these:

U heeft een vergadering. *You have a meeting.*

Heeft u een vergadering? *Have you a meeting?*

In both these cases the word order is exactly the same as in English. This is not always so, as you have seen in the text for this lesson. Try to find two sentences in the text which seem to have the word order of questions even though they are statements.

These are the ones you may have found:

's Woensdags zijn we altijd gesloten.

Maar voor morgenavond, dinsdag, heb ik nog een tafel vrij.

Can you see the reason for the different order? The clue lies in the position of the adverb§ or adverbial phrase§. If it is at the beginning of the sentence, the verb comes next, before the noun or pronoun (**we, ik** for example). This is called inversion.

Here are some more examples — first the 'normal' order and then with inversion:

Ik kan u helpen.

Misschien kan ik u helpen.

Ik heb een plattegrond.

Hier heb ik een plattegrond.

Misschien (*perhaps*) and **hier** (*here*) are adverbs.

Note that if the adverb doesn't start the sentence, there is no inversion. In this case, the adverb often follows immediately after the verb.

U heeft maandag een vergadering.

De kinderen zijn dan vrij.

Ik heb hier een plattegrond.

Maandag, dan and **hier** are the adverbs in these examples.

Exercise six

Respond.

This and the following exercises will give you some practice in using inversion. Toon knows what Ellie is going to do this week but he is not sure on which days, so he asks you. Answer as in the example: listen to the question and the day; respond, using the given day to start the sentence; listen to the correct response.

Exercise seven

Puzzle

Put the words into the right order to form sentences. There are two possible correct solutions for each one. If you have difficulty, look at the grammar point again.

Exercise eight

Ask a question and give the answer.

Look at Marijke's diary and make up a question and answer about each entry.

The example shows you how. Take care over the word order.

Wordlist: Exercises etc.

belt (bellen) telephones

Rotterdam

Answers

Text

1 **Ik zou graag . . . willen**

2 **Dat spijt me.**

3 **Dat is niet zo erg.**

4 **Dat is jammer.**

10 Lesson ten

At this point it is a good idea to spend a little time on revising and checking the things you've learnt in the first nine lessons. So in this lesson you will not be learning anything new, apart from some words (which are in the wordlist at the end of the lesson). You'll be surprised at how much you already know, and this should give you all the more confidence in tackling the rest of level one.

There are several very short dialogues, with some questions for you to answer. For pronunciation you will practise the contrast between different sounds: long and short a and o, for instance. At the end of the lesson there's a chance to eavesdrop on the conversation of some people you know, to see if you can understand more or less what is being said.

Summary: Lessons 1 to 9

This checklist will help you to find anything you may want to practise again. It lists all the things you learnt to do and all the grammar and pronunciation points covered in lessons 1 to 9.

Lesson 1 introducing yourself
articles (**de, het; een**)

Lesson 2 introducing yourself and others; giving your age, address and telephone number
numbers
personal pronouns (**hij, ze, het**)
the **ij** sound (**Marijke**)

Lesson 3 introducing yourself and others; giving your age, address and telephone number
personal pronouns (**ik** etc.)
present tense of **zijn**
the short **u** sound (**nummer**)

Lesson 4 greeting people you already know
question form of **zijn**
the long **u** sound (**u, buurthuis**)

Lesson 5 asking for and giving information
questions with **wie, wat, waar** and **hoe** and question form of **zijn**
the **v** and **w** sounds (**van Haren, Wiersma**)

Lesson 6 spelling your name and address
the alphabet
the long **o** sound (**ogenblikje, Toon**)

Lesson 7 describing where something is; directions
possessives (**mijn** etc.)
the long **a** sound (**vragen, zaak**)

Lesson 8 asking for and giving information
days of the week, periods of the day
present tense and question form of **hebben**
revision of question form of **zijn** and question words
the **g** sound (**dag**)

Lesson 9 making and refusing a request; apologizing
inversion
the **ou** sound (**Zoutendijk**)

● ■ Exercise one

Listen and answer.

You are going to hear a woman ask the way to the bicycle repair shop. Listen to the dialogue — it is very short — and then read the possible answers to the question in the textbook. Listen again and decide which is the right one.

● Exercise two

Listen, repeat and write down.

In this exercise you are going to practise some words that contain both the Dutch **o** sounds, long and short. You have already met them, in **op** (short) and **ogenblikje** (long) for instance. Listen and repeat each word, then write it down.

● ■ Exercise three

Listen and answer.

The woman from exercise one managed to find the bicycle shop and now she's arranging to have her bike mended. The procedure is the same as for exercise one: listen first, then read the possible answers in your textbook. Listen once again and choose your answer.

● ■ Exercise four

Listen, repeat and write down.

Now you are going to practise both the Dutch a sounds; you've met them in words like **dan** (short) and **naam** (long). The procedure is as for exercise two, but this time you must write the words in the columns marked **wat** and **graag**, according to which a sound they contain. If you are not sure about the spelling, go back to the pronunciation point in lesson seven.

For more pronunciation practice you can use the special recorded section **De Nederlandse Klanken**; instructions follow the final test in this book.

■ Exercise five

Complete the sentences.

Look at the paragraph in your textbook and fill in words of your own choice. Do your best to complete the exercise before checking your answers in the key.

■ Exercise six

Fill in: hebben or zijn.

Put a question mark (?) where necessary.

This exercise checks whether you remember the different forms of **zijn** and **hebben**. If you aren't sure, go back and study the grammar points in lessons three, four (**zijn**) and eight (**hebben**) once again. And don't forget the question marks!

● ■ Exercise seven

Listen and answer.

Toon and Marijke have filled in forms which entitle them to special reductions in shops registered with the WVVV. Look at the forms in your textbook. Some questions about them are recorded. Listen to each question, answer it using **zijn** or **haar** to start your sentence, and then listen to the correct response.

■ Exercise eight

Fill in.

In this exercise you are going to revise some personal pronouns and a few possessives. Look at the example to see what you have to do. You probably remember words like **ik**, **je** and **mijn**, **jouw**, but if you aren't sure about them, go back to the grammar points in lessons three and seven.

● ■ Exercise nine

Listen and answer. True or false?

Riet and Frans have just returned from a journey. They are met at the station by a friend, who is pleased to see them. Listen to the dialogue, then read the sentences in your textbook. Listen once again if necessary and decide whether the three statements are true or false.

■ Exercise ten

Choose the correct phrase.

Read the two short conversations in your textbook. There's a line missing from each; can you decide which of the lines given in the book fits? Check in the key.

■ Exercise eleven

Choose the correct sentence and fill in.

Pick sentences from the list at the beginning of the exercise to complete each of the four short dialogues. You won't be able to use all of them. Check your answers in the key when you've finished.

Exercise twelve

Listen to the tape. True or false?

This is the last exercise of this revision lesson. You will find it rather different from what you have done so far. Listen to the dialogue. Don't worry if you don't understand everything: the text does include expressions you have not come across before. Then read the statements in your textbook. Rewind your tape and listen once again. Remember, you do not have to understand every single word. Say whether the statements are true (*waar*) or false (*onwaar*). Listen to the tape a few more times until you're quite sure you have given the correct answers; then check them in the key.

Wordlist

al all	staat (staan) is, stands; is parked
al vaker before	het station station
's avonds in the evening	de terrasjes (s. het terrasje) terraces
het boek book	thuis at home
dank u wel thank you very much	trots op proud of
druk, drukke crowded	uit from
eerder earlier, sooner	vaker more often
familie van mij a relation of mine	vandaag today
de fietsenmaker bicycle repairer	vinden find
het formulier form	vindt . . . leuk (leuk vinden)
gaan . . . mee (meegaan) go with	like(s)
geen no, not a, not any	het vraagteken question mark
geweest (zijn) been	was (zijn) was
gezellig pleasant, cosy	weet (weten) know
hem him, it	zeker surely, certainly; I suppose
hij it	ziet (zien) see
jazeker yes, of course; certainly	zo so
klaar ready	de zomer summer
kunt (kunnen) can	zoveel such a lot of, so many
laatst, laatste last, latest	
maken repair, mend	Frans
naar huis home	Jaap
's ochtends in the morning	de Middellaa
ontmoeten meet	de Postweg
pardon excuse me, sorry	Riet
de postcode post code	Trudie
praten talk	

11 Lesson eleven

Lesson eleven tells you how to express amounts of money in Dutch, and buying things is the main topic. The grammar points explain how to form plurals and how to use *dit* (*this*) and *dat* (*that*), the demonstratives. The pronunciation point and exercise give you some help in distinguishing between the *i* sounds in *Wiersma* and *kinderen*.

From now on there will only be one wordlist per lesson, and you will find it at the end of the lesson in this handbook. You will find, too, that the lessons are longer than before; now that you're getting familiar with the language, you should be able to tackle more at a time.

Text one

Marijke has gone to the post office to get some stamps and a few postcards. She also wants to cash a giro cheque, but unfortunately she has forgotten one important thing. Listen to the text and then study it in the usual way.

Points to watch

- Twintig postzegels van vijfentachtig (1) Twenty eighty-five cent stamps**
Note that the order of the words is different in Dutch.
- Alstublieft. (2) Here you are.**
The word shows that you are on *u* terms with somebody. To somebody you call *je*, you would say *alsjeblieft*. If you look at the last sentence of text one, you can see that *alstublieft* is also used to mean *please*: *f23,50 alstublieft*.
- Wat een mooie (3) What a nice one**
There is no Dutch equivalent for *one* in this kind of construction. Exclamations starting with *wat* are quite frequent. Here are some more:
wat vervelend how annoying, what a nuisance
wat lastig what a nuisance
wat jammer what a pity

Culture notes

- De PTT** A Dutch post office is always a busy place, as many people use the

girodienst (*giro service*) as their bank. Opening hours are 9.00–18.00, even for financial transactions, but only main post offices open on Saturday mornings.

2 **Postzegels** The stamp that Marijke van Haren admires so much must belong to one of the new series issued at regular intervals throughout the year. In autumn, for instance, there is always a **kinderpostzegel**, *children's stamp*, which is sold partly to raise money for charity.

3 **Girocheque** If you have a **PTT** account and want to pay for something by postal cheque, you need a **pasje**, a kind of identity card bearing the number of your account and a sample of your signature.

4 **Alstublieft** You will hear this said very often, whenever you are handed something. Try to remember to use it yourself, as it is considered rather rude to hand something over without saying anything.

Translation: Text one

Marijke Twenty eighty-five (cent) stamps, please.

Clerk Here you are.

Marijke What a nice one. Are those just out?

Clerk Yes, that's right.

Marijke Oh! I nearly forgot.
I need those as well.

Clerk These postcards, you mean?

Marijke Yes, may I have ten?
And there's also this giro cheque.

Clerk May I see your pass?

Marijke Oh dear, I haven't got it on me.

Clerk I'm sorry (madam), but I can't help you without a pass.

Marijke What a nuisance.

Clerk So that's seventeen guilders for the stamps and six fifty for the postcards. Twenty-three fifty, please.

Exercise one

True or false?

Listen to text one once again. To check that you understand it, write down whether the statements in the textbook are true or false.

Exercise two

Choose the right expression and fill in.

This is a vocabulary exercise to see if you have understood the words. Be careful: you can't use them all.

Pronunciation point

Have you noticed the **i** and **ie** sounds in the Dutch words **disco** and **zien**? The first one can be compared to the sound in English *is*; the second is similar to the sound in English *sees*, only a little shorter.

Exercise three

Listen, repeat and write down.

Now practise saying and writing words which contain the **i** and the **ie** sounds. Listen to each word and repeat it, then write the word in the appropriate column, according to the sound it contains.

Dutch money

Before you read the notes below, listen to text one again and write down the sums of money that Marijke had to pay.

This is what you heard:

f17,00 zeventien gulden

f6,50 zes vijftig

f23,50 drieëntwintig vijftig

The clerk could have said **zes gulden en vijftig cent**, but when it is obvious which units are involved, it is more usual to leave them unnamed. Note that **gulden** and **cent** are used in the singular. One guilder is of course equal to a hundred cents.

Like the English £ sign, the Dutch sign for **gulden**, **f**, is written before the figure. Notice that a comma is used in place of the decimal point or dash. Before you go on, you might like to revise the numbers (lesson two).

● ■ Exercise four

Listen and speak. What do Kees, Gerard, Jan and Bert have to pay?

The purpose of this exercise is not to see if you can do arithmetic, but to help you to express sums of money in Dutch!

The canteen assistant at Zoutendijk's is adding up what people owe on snacks and drinks. As you can see, some customers have run up quite a bill. Look at the example, which is recorded: the assistant reads the amounts aloud and you have to give the total, which is printed in the textbook. Then listen to the correct response.

● ■ Text two

Thea Wiersma has gone to the market to buy some fruit and vegetables. While you are listening, try to pick out the Dutch words for *this*, *that*, *these* and *those*, which are dealt with in grammar point 4. Listen several times, and see if you can also discover the Dutch phrases which mean the following:

- | | |
|-------------------|------------------|
| 1 Can I help you? | 2 Wait a minute. |
| 3 Anything else? | 4 What a pity. |

Write them down. You can find the answers at the end of this lesson in the handbook.

Points to watch

- 4 **een kilo appels** (2) *a kilo of apples*
een krop sla (8) *a head of lettuce*

Dutch does not need a word for *of* here. Compare **een kopje koffie**.

5 **andere groente** (11) *other vegetables*

Note that the Dutch word is used in the singular form.

Culture note

- 5 The market The popularity of markets in Holland is probably due to two things: they are crowded, friendly places and there is always the chance of a bargain. As the slogan says, **op de markt is de gulden een daalder waard** – *at the market the guilder is worth one fifty*. Every town and village has at least one market a week. Amsterdam has seventeen, the most spectacular of which is perhaps the floating flower market on the Singel.

Translation: Text two

Stallholder Can I help you (madam)?

Thea Yes, I want a kilo of apples, please.

Stallholder Which apples?

Thea er . . . Those there, those red ones.

Or . . . wait a minute, just give me these here, the green ones.
 Just put them in my bag.

Stallholder Anything else?

Thea Yes, a (head of) lettuce please.

Stallholder Sorry, it's all gone.

Thea What a pity, I'm very fond of it.

Stallholder We have got other vegetables.

Thea No, I'll leave it.

■ Exercise five

Fill in.

Complete the sentences with the expressions at the beginning of the exercise, to show that you have understood text two.

Grammar points

1 Singular and plural

The two texts for lesson eleven, Marijke at the post office and Thea at the market, include some examples of plural nouns:

postzegels *stamps* briefkaarten *postcards* appels *apples*

As you can see, some words add **-en** and some **-s** in the plural.

Most Dutch nouns add **-en**:

de briefkaart	de briefkaarten
de fiets	de fietsen
het boek	de boeken

Words ending in **-el**, **-er** and **-je** usually add **-s**:

de postzegel	de postzegels
de kamer	de kamers
het pasje	de pasjes

2 Spelling

Sometimes the spelling changes in the plural.

Look at the following words:

de school	de scholen
de zaak	de zaken

Words with a double vowel (**aa**, **ee**, **oo**, **uu**) before a single final consonant usually drop one vowel in the plural and add **-en**. The pronunciation remains unchanged. (Do you remember the pronunciation points in lesson seven?)

If there are two final consonants, however, the spelling remains unchanged:

de briefkaart	de briefkaarten
---------------	-----------------

Now look at these words:

het adres	de adressen
de man	de mannen

Words with a single vowel before a final consonant usually double the consonant and add **-en**. The pronunciation doesn't change.

Finally:

het bedrijf	de bedrijven
het huis	de huizen
de brief	de brieven

Words with a final **f** or **s** usually change the **f** into **v** and the **s** into **z** and add **-en**.

There are exceptions to every rule, of course. The following words prove this:

het kind	de kinderen
de stad	de steden
de dag	de dagen (pronounced with a long a as in zaak)

You find the same pronunciation change in *het glas/de glazen* (*glass/glasses*).

This is a lot to remember, so don't worry if you can't take it all in at once.

You will get plenty of practice in using plurals. You can refer back to this section at any time, and you will find that all unusual plurals are given in the wordlists.

● ■ Exercise six

a) *What kinds of vegetables and fruit are there at the market stall?*

Listen and write down.

Listen to the stallholder tell Thea what fruit and vegetables he has. Arrange the words in the textbook in columns under **groente** (*vegetables*) and **fruit** (*fruit*), then look them up in the wordlist.

b) *Write down.*

Now sort the words into singular (**enkelvoud**) and plural (**meervoud**).

■ Exercise seven

Put into the plural.

Look at the example first, then change each word into the plural and put it into the right space in the sentence.

Grammar points

3 The plural article

The word used for *the* with a plural word is **de**. If you look back at the examples in grammar point 1, you'll see that **de** is used with all words, even if they are *het* words in the singular.

de fiets <i>the bicycle</i>	de fietsen <i>the bicycles</i>
het boek <i>the book</i>	de boeken <i>the books</i>

4 Demonstratives

dit/deze *this*deze *these*dat/die *that*die *those*

Very often these words tell you whether an object or a person is close by or far away. They change in the same way as the article:

dit and dat replace **het**deze and die replace **de**

So we get, for example:

de postzegel (singular)

de postzegels (plural)

deze postzegel hier

deze postzegels hier

die postzegel daar

die postzegels daar

het pasje (singular)

de pasjes (plural)

dit pasje hier

deze pasjes hier

dat pasje daar

die pasjes daar

● Exercise eight

Answer the question.

Say which things you want, as in the examples: use **geef maar** or **mag ik** alternately. Listen to the question and the cue **hier** or **daar**, respond using the cue with the appropriate demonstrative and either **geef maar** or **mag ik**; then listen to the correct response.

■ Exercise nine

Fill in: this, that, these, those.

Complete the dialogue with the appropriate demonstratives.

● ■ Exercise ten

This exercise introduces the Dutch names for some colours.

a) *Write down.*

Look at the pictures first. Look at the list of things, each with its colour (**kleur**). Fill in the word from the list that you think belongs with each picture. You don't know all the words — but guess!

b) *Speak and listen.*

Listen to the words on the tape (example: **gras** — **groen**) and respond with a phrase (example: **zo groen als gras**, *as green as grass*). Then you'll hear the correct response.

Wordlist

het aantal number

de aardappels (s. de aardappel)

potatoes

alles everything, all

alsjeblieft here you are; please

alstublieft here you are; please

anders nog iets? anything else?

de andijvie endive

de appels (s. de appel) apples

de bananen (s. de banaan) bananas

bedoelt (bedoelen) mean

beginnen begin, start

betalen pay

het bier beer

bij me on me

bijna nearly, almost

blauw, blauwe blue

het bloed blood

de bloemkool cauliflower

de briefkaarten (s. de briefkaart)

postcards

het broodje roll

bruin, bruine brown

de cent cent

de chocolade chocolate

de citroen lemon

daarna after that

dat klopt that's right

deze this, these

die that, those

doe (doen) do; put

de druiven (s. de druif) grapes

een aantal a number of

eh er

het enkelvoud singular

het fruit fruit

geel, gele yellow

de girocheque (pl. girocheques) giro
cheque

het glas (pl. glazen) glass

het gras grass

groen, groene green

de groente (s.) vegetables

de gulden guilder

hè oh dear

heb . . . nodig (nodig hebben)
need

de hemel sky

de juffrouw miss, girl

kijkt u (kijken) look

het kilo kilo

de kleur colour

klopt (kloppen) is right

koopt (kopen) buy(s)

kost (kosten) cost(s)

kosten cost

de krop sla (head of) lettuce

laat maar (I'll) leave it

lastig, lastige a nuisance

ligt (liggen) lies, is

de limonade lemonade

de loketbediende counter clerk

de marktkraam market stall

het meervoud plural

de melk milk

moet (moeten) must, has to

moet naar has to go to

mooi, mooie nice, beautiful

namelijk namely

nodig → heb nodig

ook nog as well
 op gone, sold out
 oranje orange
 het pasje pass, card
 de postzegels (s. de postzegel) stamps
 het roet soot
 rood, rode red
 schrijven write
 de sinaasappels (s. de sinaasappel)
 oranges
 de sla lettuce
 de sneeuw snow
 sorry sorry
 de tas (pl. tassen) bag
 terug back
 de tomaten (s. de tomaat) tomatoes
 uit out
 het uur (pl. uren) o'clock; hour
 vergeten forget, forgotten
 vind . . . lekker (lekker vinden)
 am fond of, like

Answers

Text two

- 1 Kan ik u helpen?
- 2 Wacht even.
- 3 Anders nog iets?
- 4 Wat jammer.

wacht (wachten) wait
 wacht even wait a minute
 wat jammer what a pity
 wat lastig what a nuisance
 wat voor what kind of
 welk, welke which
 de whisky whisky
 willen want
 wit, witte white
 de wortels (s. de wortel) carrots
 ze them
 zich her
 zien see
 zo . . . als as . . . as
 zonder without
 zwart, zwarte black

Gerard
 Kees

12 Lesson twelve

Lesson twelve shows you how to order a drink in a pub and how to ask for the bill. It also illustrates how the Dutch wish each other good-night. The grammar points cover the present tense of verbs as well as words like *iets* and *niets*. There is also a short exercise on reporting a sequence of events (*eerst, dan, daarna*). The pronunciation exercises contrast the *ij* and *ee* sounds, in *Marijke* and *spreekt*, and offer a chance to practise the Dutch *r*, as in *luister*.

Text one

Bert has invited Jan to go and have a quick drink at a nearby pub. First listen to the text, but don't read it yet.

Exercise one

What do they have in a pub and what don't they have?

Listen to text one and then put the words in the list in the appropriate columns.

Text one

Now study the text using the handbook. Read it while you listen again.

Points to watch

- 1 **Wil je iets drinken, Jan?** (1) *Do you want anything to drink, Jan?*
 Note that there is no equivalent in Dutch of the English question form with *do* (see grammar point 2).
- 2 **Een pilsje** (3) *A beer*
 The *-je* at the end of a word occurs often in Dutch. More examples: *het kopje, het broodje*. Notice that these words are always *het* words.
- 3 **Ze hebben hier zeker geen Trappist?** (3) *They haven't any Trappist, I suppose?*
Dan maar een pilsje, Jan? (6) *Just a beer then, Jan?*
 These are questions without a proper question construction. The intonation here is very important, so listen carefully.

Culture notes

- 1 **Een café** is a pub. Most Dutch **cafés**, however, serve coffee and tea as well as something a little stronger. Propping up the bar is not a habit of the Dutch, who prefer to take their drinks sitting down; drinks are usually brought to the table and you pay as you leave. Bert is obviously in a bit of a hurry because he pays right away, or perhaps he and Jan are sitting outside on **het terras**, where you are expected to pay for each round separately. The price includes a service charge, but if you wish you may add the odd **kwartje** (25 cents) and **dubbeltje** (10 cents) to make up a round sum. Bert, for instance, has obviously given the waiter a ten-guilder note and is letting him keep the (very) small change.
- 2 **Wil je een borrel?** means *Do you want a Dutch gin?* or **jenever**, as it is also called. You can choose between a **jonge** and an **oude**. The qualification *young* and *old* here has nothing to do with the vintage, nor with the fact that the latter is favoured by elderly gentlemen. It is simply that the **oude** was discovered first. It is mellower in flavour and yellower in colour than the **jonge**.
- 3 **Trappist** or **Trappistenbier** is a Belgian speciality. It is a dark, rather sweet beer originally brewed by Trappist monks: hence its name.

Translation: Text one

Bert Do you want anything to drink, Jan?
A sherry, a whisky, or a Dutch gin perhaps?

Jan A beer, please. They haven't any Trappist, I suppose.

Bert I'll ask. Waiter, a whisky, please . . . and have you got Trappist?
No? Just a beer then, Jan?

Jan Yes, all right.
Is it always so quite here? There isn't anybody (here).

Bert There's football on TV. Everybody is at home.
Good, there's the waiter. Yes, yes, the whisky is for me.
Can I pay right away?
How much is it? Seven sixty-five?
Have you two guilders change?

● ■ Exercise two

Choose the right expression and fill in.

Listen to text one again before you do the exercise.

■ Exercise three

Fill in the right words.

This is a vocabulary exercise. Complete the sentences, then check your answers in the key.

■ Exercise four

You are talking to Jan and the waiter. Choose the right sentence and fill in.

Complete the conversation with expressions from the list at the beginning of the exercise. You won't be able to use all of them.

● ■ Exercise five

You are talking to Jan and the waiter. Speak and listen.

The sentences you filled in for exercise four are the ones you have to say. They are recorded on tape so that you can check whether you were right. At the tone, speak, then listen to the line you have spoken and listen to the waiter or Jan responding.

● ■ Exercise six

ij or ee? Listen, repeat and fill in.

The **ee** and the **ij** sounds are easily confused, so it's a good idea to practise them together. Listen to the conversation between Thea and the assistant at the green-grocer's. Repeat each line. Then look at the sentences in the textbook and fill in **ij** or **ee**.

Grammar point

1 iets/niets etc.

Sitting in the pub, Bert asks Jan:

Wil je iets drinken?

Jan might have replied:

Ja, ik wil iets drinken.

or

Nee, dank je, ik wil niets drinken.

or

Niets, dank je.

Note that the pronunciation of niets is often niks.

As a concerned host, Bert might go on to enquire:

Alles goed?

If the pub had been rather crowded, Bert might have had to ask at a table:

Zit hier iemand?

And the answer might have been:

Ja, hier zit iemand.

or

Nee, hier zit niemand.

Later on in the conversation, Jan remarks:

Er is hier niemand.

And Bert explains:

Iedereen is thuis.

In exercise eight, Jan's wife asks:

Ga je vanavond nog ergens naartoe?

And Jan's answer could be:

Ja, ik ga ergens naartoe.

But as he is very tired he probably answers:

Nee, ik ga nergens naartoe.

Wat and geen belong here too:

Ik wil wat inlichtingen.

Zijn er geen andere programma's?

Do you want anything to drink?

Yes, I want something to drink.

No, thanks, I do not want anything to drink.

Nothing, thank you.

Everything all right?

Is anybody sitting here?

Yes, somebody is sitting here.

No, nobody is sitting here.

There isn't anybody here.

Everybody is at home.

Are you going anywhere this evening?

Yes, I'm going somewhere.

No, I'm going nowhere/I'm not going anywhere.

I want some information.

Aren't there any other programmes/
Are there no other programmes?

Summary:

iets anything, something

alles everything

iemand anybody, somebody

iedereen everybody

ergens anywhere, somewhere

wat any, some

niets not anything, nothing

niemand not anybody, nobody

nergens not anywhere, nowhere

geen not any, no

Geen is explained in more detail in lesson thirteen.

■ Exercise seven

Fill in the right sentence.

Who is saying what? Match up the letters and the numbers.

■ Exercise eight

Jan Bekkevoort is talking to his wife on the phone. Put her sentences in the right order.

Jan has gone back to his hotel for an early night. As is his custom, he rings his wife to see if everything is all right at home. Use the wordlist at the end of this lesson if necessary, and write out their conversation.

● Exercise nine

You are talking to Jan Bekkevoort on the phone. Use the sentences from exercise eight.

Say the sentences you have written down for Jan's wife: listen to Jan, respond and compare your response with the version on the tape.

●■ Text two

Jan has turned on the television in his hotel room. The announcer is giving tonight's programme.

Points to watch

- 4 half twaalf (2) half past eleven
negen uur (3) nine o'clock
half elf (9) half past ten

Notice the unexpected way the Dutch give the half hour. You'll find it confusing at first! The times of the day will be dealt with in more detail in lesson fourteen.

- 5 Wij wensen u vanavond veel kijkplezier toe. (11) We wish you a pleasant evening's viewing.
The verb in this sentence is in two parts, *wensen* . . . toe; the infinitive is *toewensen*, to wish.

Culture note

- 4 Nederland 2 The radio channels (Hilversum 1, 2, 3, 4) and television channels (Nederland 1, 2) in the Netherlands are supported by licence fees. Broadcasting time is shared between several companies, each with its own style and point of view.

Translation: Text two

Announcer Good evening ladies and gentlemen, boys and girls.
You can watch our programmes on Netherlands two until half past eleven this evening, with a short break at nine o'clock for the news and commercials.
(First,) in a minute, we begin with a programme for the children, a Walt Disney cartoon.
Then the news, and after that we come straight back to you with a new, exciting detective series.
Then at half past ten our current affairs feature The Netherlands Today and after that a party political broadcast.
We wish you a pleasant evening's viewing.

● ■ Exercise ten

Listen to the text and put the programmes in the right order.

■ Exercise eleven

Look at Hans Peters' diary and complete the sentences.

Use the words *eerst* (first), *dan* (then) and *daarna* (after that). Look at text two again if you need to check how to use them.

Grammar points

2 Present tense

Do you remember these phrases?

Thea woont in een flat.

We beginnen zo dadelijk . . .

Woont, komen, beginnen, ziet are all forms of the present tense (praesens).

Woensdagmiddag komen de kinderen.

Dan ziet u . . .

Luisteren will serve as a model:

ik luister

je luistert

u luistert

hij/ze/het luistert

we luisteren

jullie luisteren

u luistert

ze luisteren

For the question form, the verb and pronoun just switch places:

luister ik?

luister je?

luistert u?

luistert hij/ze/het?

Note that there is no *t* in *luister je?* — compare *ben je?* and *heb je?*

luisteren we?

luisteren jullie?

luistert u?

luisteren ze?

3 Spelling

The spelling rules for the plurals of nouns also apply to verbs. Perhaps you would like to look at them again in lesson eleven, grammar point 2.

wonen/ik woon, we wonen

If you take away the final *-en*, you need to double the vowel to keep the same pronunciation (compare *school/scholen*). Other examples of this are *nemen/neem* and *vragen/vraag*.

beginnen/ik begin, we beginnen

If you take away the final -en, you need to drop one of the final double consonants, as a Dutch word never ends in two identical consonants (compare **man/mannen**). Other examples are **bellen/bel** and **hebben/heb**.

blijven/ik blijf, we blijven

If you take away the final -en, **v** or **z** at the end of the word usually changes to **f** or **s** (compare **bedrijf/bedrijven** and **huis/huizen**). Other examples are **geven/geef** and **lezen/lees**.

Exceptions:

komen/ik kom

The spelling doesn't change here, but the pronunciation of the **o** changes instead. **Komen** has the same sound as **wonen**. **Kom** has the same sound as **op**.

gaan/ik ga, u gaat, we gaan

Watch the spelling of this verb:

ik ga

je gaat

u gaat

hij/ze/het gaat

we gaan

jullie gaan

u gaat

ze gaan

Note the question form with **je**: **ga je?**

■ **Exercise twelve**

Fill in: present tense

Now practise what you learnt in grammar points 2 and 3. Put the infinitive given in brackets into the appropriate present tense form.

● **Exercise thirteen**

Listen and make new sentences.

Read and listen to the example first. Use the name or pronoun you hear to make a new sentence, changing the verb accordingly. You use each verb twice. After your response, listen to the correct response, and then you'll hear the new cue.

Pronunciation point

You have already met the Dutch **r** sound, in **Bert** and **Bekkevoort** for instance. The Dutch **r** is more pronounced than the English one, even at the end of words; you don't hear the **r** in English *for*, but you do hear it in Dutch *voor*. It is rather like the Scottish **r**.

● **Exercise fourteen**

Listen and repeat.

The four sentences you are going to hear all include examples of the Dutch **r** sound. Listen carefully to each one and then repeat.

Wordlist

de actualiteitenrubriek current affairs programme	half half (past)
afrekenen pay	half elf half past ten
het bed (pl. bedden) bed	half twaalf half past eleven
het beetje → een beetje	de heren (s. de heer) gentlemen
begint (beginnen) begin(s)	hoeveel how much, how many
bestel (bestellen) order	het hotel hotel
bestelt (bestellen) order(s)	iets something, anything
bestellen order	de jongen (pl. jongens) boy
bij u terug back with you	het journaal news
blijf (blijven) stay	juist, juiste right, correct
de borrel Dutch gin	het kijkplezier pleasant viewing
het café (pl. cafés) café, pub	kijkt (kijken) watch(es), look(s)
de dames (s. de dame) ladies	de krant newspaper
de detective-serie detective series	krijgt (krijgen) get(s)
doe maar all right	luistert (luisteren) listen(s)
drink (drinken) drink	de markt market
drinkt (drinken) drink(s)	het meisje girl
drinken drink	meteen right away, straight (away)
dubbel double	's middags in the afternoon
een beetje a bit, a little	moe tired
ergens (naartoe) somewhere	mooi, mooie good
gaan go	neem (nemen) take
gauw soon	neemt (nemen) take(s)
geven give	nergens (naartoe) nowhere, not anywhere

niemand nobody, not anybody
niets nothing, not anything
het nieuws news
nogal rather
de ober waiter
de omroepster announcer (female)
onderbroken door (onderbreken)
 interrupted by, with a short
 break for
de partij party
het pilsje beer
politiek, politieke political
het praesens (simple) present
de radio (pl. radio's) radio
de reclame commercial(s),
 advertisement
rustig, rustige quiet
de sherry sherry
slaap (slapen) sleep
slaap lekker sleep well
spannend, spannende exciting

de sport sport
de tekenfilm cartoon
televisie kijken watch television
terug change (lit. back)
tot till
tot gauw see you soon
het Trappist Trappist beer
de TV TV, television
de uitzending broadcast
vanavond this evening, tonight
het voetbal football
vraagt (vragen) ask(s)
vroeg, vroege early
welterusten good night
wensen . . . toe (toewensen) wish
zo dadelijk in a minute

Nederland 2
Nederland Vandaag
Walt Disney

13 Lesson thirteen

In lesson thirteen you are going to find out how to say you like or dislike something, so it also seems appropriate to study adjectives§ and their spelling, and the negatives **niet** and **geen**. The pronunciation points deal with the **t** sound at the end of words and the short **a** sound, as in Amsterdam.

Text one

Toon has gone to the department store in the shopping centre to buy a shirt. He's not the easiest of customers though: he doesn't know what size he is and he doesn't think much of what he is offered. The shop assistant is very patient, so that in the end he goes away quite satisfied. Listen first, then read and study the text.

Points to watch

1 Heeft u ook . . . ? (1) Have you got any . . . ?/Do you sell . . . ?

This is the expression to use when the shop assistant asks if she can help you. You probably know that the shop stocks the article you want to see, but you have to start the conversation somehow, don't you?

2 Wat voor maat heeft u? (2) What size do you take?

Some more expressions with **wat voor** are:

Wat voor kleur wilt u?

What colour do you want?

Wat voor groente heeft u?

What sort of vegetables have you got?

3 Ik meet uw boord even op. (4) I'll just measure your collar.

If you look up the verb **meten** under **m** in the wordlist you won't find it; the full verb is **opmeten**. There are many of these verbs in Dutch with a prefix which becomes separated, like this: **ik meet . . . op**. Some more examples from earlier lessons are:

opschrijven

schrijf op

langskomen

kom langs

afmaken

maak af

invullen

vul in

toewensen

wens toe

4 dat vind ik niet mooi (8) *I don't like that*

dat vind ik wel leuk (13) *I (do) like that*

Wel and niet are opposites here. Toon doesn't like the first shirt he is shown, nor the second, but he does like the third one. Wel emphasises the positive sentence.

5 Dat gestreepte. (14) *That striped one.*

Another example where Dutch has no need for *one*.

Culture note

- 1 Sizes The sizes of sweaters, shoes, dresses and so on should be standardized, but they often aren't. The following tables compare the Dutch and English sizes given on labels.

women's clothes

Dutch	36	38	40	42	44
English	10	12	14	16	18

men's suits

Dutch	48	50	52	54	56
English	38	40	42	44	46

collar sizes

Dutch	36	38	40	42	44
English	14	15	16	17	18

shoe sizes

Dutch	36	37	38	39	40	41	42	43	44
English	3	4	5	6	7	8	9	10	

Translation: Text one

Toon Have you got any shirts?

Assistant Yes, we have. What size are you?

Toon I don't know.

Assistant I'll just measure your collar.
Hmm, that's size thirty-eight.
I'll get a shirt for you.
How do you like this one?

Toon No, I don't like that one.
Haven't you got anything else?

Assistant Yes, of course. I've got a lot.
Something like this, for instance?

Toon No, I don't want a shirt with flowers.
I like that shirt there. That striped one.

Assistant All right, sir.

Toon Oh, yes, I see some ties there.
I want a tie with my new shirt.

Exercise one

Complete the sentences.

Listen to text one again and complete the sentences, using a or b.

Exercise two

You are talking to the shop assistant. Choose the correct sentence and fill in.

Exercise three

You are talking to the shop assistant. Listen and respond.

The conversation you had with the shop assistant in exercise two is recorded.

Pronunciation point

- 1 You have probably noticed that the sound at the end of words like **antwoord** and **vindt** is like a **t** although it's written with a **d** or **dt**. You can compare it to the sound at the end of English words like *stopped* and *hat*.

● ■ Exercise four

Read and listen to the text and find words that end in the **t** sound.

Write down the words which have the **t** sound spelt with a **d**. Listen again to see if you were right, and finally check with the key.

Grammar points

Negatives

- 1 **geen** not a/not any/no

Ik heb een pasje.

I have got a pass.

Ik wil gestreepte overhemden.

I want striped shirts.

Ik heb geld.

I have money.

Ik heb geen pasje.

I haven't got a pass.

Ik wil geen gestreepte overhemden.

I don't want any striped shirts.

Ik heb geen geld.

I have no money. / I haven't any money.

Geen is only used with a noun, in the sense of *not a/not any/no*. It usually comes before the noun.

- 2 **niet** not

Ik heb mijn pasje.

I have got my pass.

Ik wil deze gestreepte overhemden.

I want these striped shirts.

Ik heb haar geld.

I've got her money.

Ik heb mijn pasje niet.

I haven't got my pass.

Ik wil deze gestreepte overhemden niet.

I don't want these striped shirts.

Ik heb haar geld niet.

I haven't got her money.

Niet can also be used with a noun, when the noun refers to something specific, as indicated by words like **deze**, **mijn** etc. It usually follows the noun. **Niet** also has other uses, as you will see in grammar point 3.

● Exercise five

You are in a shop. Respond to the shop assistant.

Look at the example in your textbook and listen to it. Start every answer with **nee**, and use **geen** or **niet** as appropriate; then listen to the correct response.

Grammar point

- 3 Other positions of **niet**

Before an infinitive:

Ik kan u niet helpen. *I cannot help you.*

Before a preposition:

Jan gaat niet naar Amsterdam. *Jan is not going to Amsterdam.*

Before an adjective:

Toon vindt het hemd niet mooi. *Toon does not like the shirt.*

The negative **niet** usually comes immediately before the word it is negating, so its position in the sentence varies.

Read grammar points 1 and 2 again before going on.

■ Exercise six

Puzzle. Make correct sentences.

Put the words into the right order. Watch the position of the negatives **niet** and **geen**.

● Exercise seven

Listen, look and answer Marijke.

You are out shopping with Marijke in the shopping centre. She's asking you what you think of the clothes on show, but you're as difficult to please as Toon — you don't like anything! Listen to Marijke's comments on the clothes in the pictures. Respond, using the negative **niet** and starting every sentence with **nee** as in the example, and then listen to the correct response.

● Text two

Shopping has made Toon rather hungry, so he has gone to the local snack bar for a bite to eat. He cannot make up his mind right away what to have. The girl behind the counter has the radio on – it is always on! Toon wants to hear the news anyway. Just listen to the text first.

● ■ Exercise eight

What does Toon want?

Look at the pictures in the textbook.

Listen to text two and see if you can find out what Toon wants to eat and drink. Write down your answers.

● ■ Text two

Now study the text in the usual way.

Point to watch

6 Kijkt u (3)/Geeft u (6) Look!/Give!

The imperative form of the verb takes **u** and a **t** at the end when you are addressing people you are not on first-name terms with. In lesson three you met the informal form, when Toon said **Zeg maar Toon**. The formal equivalent would be **Zeg u maar** . . .

Culture note

- 2 Een broodje kaas At cafeteria's, in **broodjeszaken** (sandwich shops) and in **warenhuizen**, there is a great assortment of rolls with different fillings to be had. English-style sandwiches are not very popular. **Patat frites** or **patat**, as chips are called, are sold at most snack bars. The Dutch have adopted the Belgian habit of eating them with a large dollop of mayonnaise. (The Belgians call them **frietten**.) You will also find Chinese take-aways everywhere.

Translation: Text two

Toon Have you a roll for me . . .
er . . . what shall I have?

Girl Have a look. The list is hanging here.

Toon Er . . . croquette and roll . . .
a ham roll, chips . . .
Just give me a cheese roll.
May I have a glass of milk as well?

Girl Yes, just a moment.

Toon What time is it?

Girl Nearly twelve o'clock.

Toon The news is starting in a minute, then.

Pronunciation point

- 2 Most of the events so far have taken place in **Zaandam**. You practised the long **a** in lesson seven, so now you can concentrate on the short **a**. English has no equivalent; the nearest is the sound in *cop*, which is really a little too round.

● ■ Exercise nine

Listen and repeat.

Then look at the phrases in the textbook and underline the short **a** sounds as in Amsterdam.

● ■ Text three

Toon will have to wait for the news until after the commercials. Actually, he quite enjoys listening to them! Listen several times and then read the text.

● ■ Exercise ten

True or false?

Translation: Text three

ding dong

"Mmm, what a delicious cup of coffee, Mien."

"Yes (isn't it?) And another good bargain from the Vondelplein supermarket."

ding dong

"Need a new bike?

There is for everyone, poor and rich (alike), A super-fast Zoutendijk."

ding dong

"The white wash, the coloured wash, the delicate wash — everything clean with PRIMAWAS!"

Grammar points

4 Adjectives

When Mien was congratulated on her heerlijk kopje koffie in the advertising spot on the local radio, she was quick to point out that it was weer zo'n voordelige aanbieding. She paid for it, of course, with Nederlands geld.

As you can see, the adjective sometimes ends in an -e and sometimes it does not.

No -e at the end:

het gras is groen

het overhemd is gestreept

de fiets is nieuw

zo wit als sneeuw

de appels zijn groot

Adjectives do not usually end in -e if they are separate from the noun.

An -e at the end:

het groene gras

het gestreepte overhemd

de nieuwe fiets

de witte sneeuw

de grote appels

Adjectives usually end in -e after de and het.

Sometimes an -e at the end:

een gestreept overhemd

een nieuwe fiets

groen gras

witte sneeuw

grote appels

Adjectives usually end in -e after een with de words, but not after een with het words in the singular. They usually end in -e before de words standing alone, but not before het words standing alone.

There are, of course, one or two exceptions. The most notable one is veel, many, which usually remains unchanged, e.g. Amsterdam heeft veel restaurants.

It will take a while before you're confident about when to add an -e and when not to. You can refer back to this note for help, and when you learn new words, make sure you know whether they are de or het words.

5 Spelling

The rules you learnt for the spelling of nouns (lesson eleven) and verbs (lesson twelve) also apply to adjectives. Add an -e to groot and it becomes grote. Add one to snel and it becomes snelle, and so on.

● Exercise eleven

Answer.

A stranger to the area is asking you some questions about Zoutendijk BV. Listen to the question and respond as in the example, starting with Ja, het is.

■ Exercise twelve

Fill in.

Thea is talking to Ellie about the Vondelplein market. Fill in the adjective given in brackets. Where necessary, add an -e and change the spelling.

■ Exercise thirteen

You are in the snack bar. Choose the right sentence and fill in.

Practice asking for things at the snack bar. Complete the conversation with the phrases at the beginning of the exercise.

Wordlist

de aanbieding special offer, bargain	de kleren (pl.) clothes
arm, arme poor	de kroket croquette
bij with	het lijstje list
bijvoorbeeld for example	de maat (pl. maten) size
het bloemetje flower	meet . . . op (opmeten) measure
de bloes (pl. bloezen) blouse	natuurlijk of course, naturally
bont, bonte coloured	nemen take
het boord collar	het overhemd shirt
de broek (s.) trousers	pakken get
het broodje kroket croquette and roll	de patat (s.) chips
de broodjeszaak sandwich shop	ping ping ding dong
de cafetaria snack bar	de puzzel puzzle
de das (pl. dassen) tie	rijk, rijke rich
duur, dure expensive	de rok (pl. rokken) skirt
het einde end	de schoen shoe
de etalage shop window	schoon, schone clean
fijn delicate, fine	snel, snelle fast
gestreept, gestreepte striped	supersnel, supersnelle superfast
de ham ham	de trui sweater
hangen hang	voordelig, voordelige cheap,
heel veel a lot, many	advantageous, good
heerlijk, heerlijke delicious,	de was laundry, wash(ing)
lovely	wassen wash
het hemd shirt	wat een what
hoe laat is het? what time is it?	de winkelfuffrouw shop assistant (f.)
iets anders something else,	zo in a minute, very soon
anything else	zoiets something like this
de jas (pl. jassen) coat, jacket	
de jurk dress	Mien
de kaas cheese	PRIMAWAS

14 Lesson fourteen

After this lesson you should be able to tell the time in Dutch and understand sufficient simple directions to find your way about. **Dit zijn mijn boeken** and similar sentences (where **dit**, **dat** and **het** are used with a plural verb) are dealt with in the grammar points. The pronunciation exercise gives you practice in distinguishing two sounds that often get confused: the **ui** in **uit** and the **eu** in **leuk**.

● ■ Text one

Bert Zoutendijk is in a hurry this morning; he has an important appointment at the Town Hall to discuss development plans for the factory. Fortunately Marijke keeps calm, as a good secretary should. Listen, then read and study the text.

Points to watch

- Ik moet al om tien uur in de stad zijn (2) I must be in town by ten o'clock**
Note the order of words: the infinitive (**zijn**) comes at the end of the sentence, and the expression of place (**in de stad**) follows that of time (**al om tien uur**).
- in de stad (2) in town**
Dutch needs the article (**de**) here.
- de kopieën (9) the copies**
The two dots above the last syllable show it is pronounced separately. Compare **België** in lesson one.
- pardon (10) I'm sorry**
Note the pronunciation, with the stress on the last syllable. **Pardon** can also mean *excuse me*, if you have to push past somebody. It is rarely used to mean English *pardon*: if you have not heard what someone has said, you can say **Wat zegt u?**

Culture note

Bert Zoutendijk is going to the Town Hall to get planning permission for the firm's development scheme. Planning permission is needed for everything.

Translation: Text one

- Bert** Marijke, can you help me a minute? I must be in town by ten o'clock, I've got a meeting at the Town Hall, but I've lost my papers.
Are those there mine?
- Marijke** No, those are Mr Bekkevoort's papers.
I've got your papers here.
- Bert** (Let's) have a look; this is the blueprint for the extension, those are the copies of the drawing. And my diary . . .
Oh no, that's yours, Marijke, I'm sorry.
- Marijke** I've got something else of yours, sir.
- Bert** Thanks, Marijke. What time is it, by the way?
- Marijke** Nearly half past nine, sir.
- Bert** Then I must hurry.
Till later, then.
- Marijke** Don't forget your umbrella!

■ Exercise one

Choose an expression and fill in.

All the words come from text one, and there are more than you need.

Grammar point

1 Possessive pronouns§

You studied possessives such as **mijn** (naam), **zijn** (secretaresse) (*my, his* etc.) in lesson seven. Here is a different way of expressing the possessive, using pronouns. You have probably picked out one or two examples of it in text one.

Zijn die daar van mij?

Die is van jou.

Hier heb ik nog iets van u.

As you know, the possessive form in Dutch usually requires **van**; in most cases you cannot just add an 's as in English. Compare:

de papieren van meneer Bekkevoort *Mr Bekkevoort's papers*

The whole list of possessive pronouns is as follows:

Deze papieren zijn van mij.	<i>mine (lit. of me)</i>
Die brief is van jou/u.	<i>yours (etc.)</i>
Deze agenda is van hem.	<i>his</i>
Die auto is van haar.	<i>hers</i>
Deze fietsen zijn van ons.	<i>ours</i>
Die plannen zijn van jullie/u.	<i>yours</i>
Dat huis is van hen.	<i>theirs</i>

■ Exercise two

Fill in.

The man from the business machines agency has brought back a repaired typewriter, but nobody at the office seems to know whose it is. He is sent round from one desk to another.

Fill in the appropriate possessive pronoun, as in the example. By the way, the sentences begin with **hij** each time because that is how you refer to a typewriter (**de schrijfmachine**). **Hij** is used for most **de** words.

Grammar point

2 **dit is mijn boek/dit zijn mijn boeken**

One notable difference between Dutch and English is the use of the singular forms of **het/dit/dat** with both the singular and the plural forms of **zijn**. Can you find the two sentences in the text where they are used with the plural?

Here they are:

Dat zijn de papieren van meneer Bekkevoort.

Dat zijn de kopieën van de tekening.

Het/dit/dat are used in sentences like this, where they are separated from the word they refer to; in either case, the speaker could have said **het**, but not **die**,

deze or ze. In this type of sentence, **het/dit/dat** are also used to refer to singular words, even if they are not **het** words:

Het is mijn fiets. Dit is de tekening. Dat is het postkantoor.

But if the word or words referred to are not actually mentioned in the sentence, then the ordinary demonstratives you learnt in lesson eleven must be used:

Zijn deze papieren van mij?

Zijn deze van mij? (deze refers to *deze papieren* in the previous sentence)

Die agenda is van jou.

Die is van jou. (die refers to *die agenda*)

■ Exercise three

Help Ellie to sort things out. What does Ellie say?

Ellie is at the community centre tidying up her desk. The things near, thus in the **hier** column, are referred to as **dit**. Things farther away, thus **daar**, are referred to as **dat**. Look at the examples, then write sentences about the other things in the same way, using **dit** or **dat** and **is** or **zijn** as appropriate.

Pronunciation point

The **ui** in **uit** and the **eu** in **kleur** are easily confused. The **ui** is rather like the sound in the English dialect word *nowt* whereas the **eu** is rather like the sound in *fur*.

● ■ Exercise four

ui or eu? Listen, fill in and speak.

Listen to the words once. Listen again and fill in **ui** or **eu** in the blanks in your textbook. Listen once again and repeat each word.

● ■ Text two

Toon has been listening with half an ear to the news broadcast on the snack bar

radio. The next item — a message from the local police station — keeps even him from munching his cheese roll. Study the text in the usual way.

Point to watch

5 Er is om kwart voor tien in de Vondelstraat een ongeluk gebeurd. (2) *An accident took place in Vondelstraat at a quarter to ten.*

Heeft iemand het ongeluk gezien? (5) *Did anybody see the accident?*

These are examples of the past tenses. Don't worry about the form of these sentences yet; it will be explained and practised in level two.

Translation: Text two

Announcer Here is a police message.

At a quarter to ten an accident took place in Vondelstraat.

A car knocked down the managing director of the bicycle factory, Bert Zoutendijk. Did anybody see the accident?

If so, please ring the Vondelplein police station, the number is 0223344.

That's the end of this police message.

Toon Well, how about that!

They always drive so fast here.

The council ought to do something about it some time.

● ■ Exercise five

Listen and fill in.

Listen to text two and complete the sentences. Try the exercise several times if necessary, then check your answers in the key.

Time

Bert has to be at the Town Hall **om tien uur**. Marijke tells him that it is **bijna**

half tien. You know from the radio that the accident happened *om kwart voor tien*.

Now, if *kwart voor tien* is *a quarter to ten*, what time is *kwart over tien*?

Right! *A quarter past ten.*

And if *half tien* is *half past nine*, what time is *half elf*?

Right! *Half past ten.*

And now something a bit trickier (though not too difficult if you remember that Dutch calculates the half hour in terms of the following hour):

tien voor half elf is . . .

twenty past ten.

tien over half elf is . . .

twenty to eleven.

You have probably worked out for yourself by now how the Dutch tell the time, but here is a model as a check. There are of course more ways than one to express time (compare English: twenty past eleven = eleven twenty). This is the one you are most likely to hear, where the clock is divided into quarter hour segments like this:



Exercise six

What time is it?

Write down the times in full, as in the example.

Exercise seven

Listen, look and speak.

You are a travel agent, answering enquiries about scheduled times. Listen to the question and look at the time in your textbook. Respond as in the example, giving the scheduled time; listen to the correct response.

Text three

The sergeant on duty at the police station has taken down a statement from an eye-witness of the accident and is reading it aloud before getting it signed. Study the text in the usual way.

Points to watch

6 **Rijdt . . . in (3-4)** comes from the infinitive **inrijden**, another example of a verb with a separable prefix§. There are two more examples in the text; can you find them? The answers are given at the end of this lesson.

7 **Hij wil linksaf naar het postkantoor toe. (7)** *He wants to turn left to go to the post office.*

There is no infinitive after **wil** here, i.e. no equivalent to the English *turn*.

Translation: Text three

Policeman This is the report of the accident.

"The car comes from Vondelplein.

It drives through the red traffic light (and turns) right into Vondelstraat.

Bert Zoutendijk is walking in Vondelstraat in the direction of Vondelplein.

He wants to turn left (to go) to the post office.

He crosses the street.

Then the car knocks him down."

Will you sign here, please, madam?

Thank you.

Exercise eight

Listen and look. Which way does Bert walk? Choose a, b, or c.

Listen to text three. Which of the diagrams shows the route Bert took before he had the accident?

Directions

In lesson seven you met one or two expressions that are used in directions: **naast**, **tegenover** and **om de hoek**. Add the ones in this lesson, and you should be able to understand when somebody explains how to get somewhere.

See if you can understand the following; the translations are given at the end of the lesson.

- 1 U gaat eerst naar rechts en daarna naar links.
- 2 Het postkantoor is linksaf.
- 3 De bank is rechtsaf.
- 4 Het café is rechtdoor.
- 5 Het politiebureau is naast de bank.
- 6 Het Vondelplein is in de richting van de stad.
- 7 De fabriek is om de hoek.
- 8 Het buurthuis is bij het stoplicht.

Check with the translation before you go on.

● ■ Exercise nine

Listen and look at the street plan.

On the tape are directions for getting to four places. Write down the answers to the questions in the textbook; look at the wordlist if you need help.

■ Exercise ten

You are writing a letter to a friend. Which way must he walk to get to your house? Fill in.

Use the words from the list to complete the directions.

Wordlist

aan de linkerkant on the left
(-hand side)
aan de rechterkant on the right
(-hand side)

aangereden (aanrijden) knocked
down, run into
al om by
als when

ben . . . kwijt (kwijt zijn) have lost	het ongeluk accident
de bespreking meeting	opschieten hurry
de bus bus	over past
dat is ook wat how about that	het papier paper
door through	de paraplu (pl. paraplu's) umbrella
een keer some time	het politiebericht police message
eigenlijk by the way	het politiebureau police station
gaat . . . uit (uitgaan) go out of	de politiemann policeman
gebeurd (gebeuren) taken place,	rechtdoor straight ahead
happened	rechts (to/on the) right
het gebouw building	rechtsaf (to the) right
de gemeente council	de richting direction
het gemeentehuis (pl.-huizen) town	rijden drive
hall	rijdt . . . in (inrijden) drive(s) into
gezien (zien) seen	de schrijfmachine (pl. -s) typewriter
hard fast	sorteren sort (out)
honderd a hundred	steekt . . . over (oversteken)
in de richting van in the direction of	cross(es)
je gaat toch you are going (aren't	het stoplicht traffic light
you?)	de taxi (pl. taxi's) taxi
de keer → een keer	tekenen sign
de kopie (pl. kopieën) copy, photo-	de tekening drawing, blueprint
stat	toch → je gaat toch
kunnen can, be able	tot straks till later, good-bye
kwart a quarter	tot zover that is the end of
kwijt → ben kwijt	de trein train
de letter letter	de uitbreiding extension
links (to/on the) left	vanaf from
linksaf (to the) left	het verslag (pl. verslagen) report
lopen walk	het vliegtuig aeroplane
me me	volgt (volgen) follows
de meter metre	voor to
de metro underground	de vriend friend (male)
na after	de weg way, road
naar . . . toe to, towards	het ziekenhuis hospital
om at	zo this way, like this
de omroeper announcer (male)	Piet

Answers

Point to watch 6

steekt . . . over (oversteken) (8)
rijdt . . . aan (aanrijden) (9)

Directions

- 1 First you go right and then left.
- 2 The post office is to the left.
- 3 The bank is to the right.
- 4 The café is straight ahead.
- 5 The police station is next to the bank.
- 6 Vondelpark is in the direction of town.
- 7 The factory is round the corner.
- 8 The community centre is at the traffic lights.

15 Lesson fifteen

Lesson fifteen gives you an opportunity to revise the most important things dealt with in the last four lessons. There are no new grammar or pronunciation points, but there are some new words in the exercises. First of all, here is a checklist for you to go through to see how much you have already learnt.

Summary: lessons 11 to 14

- Lesson 11** expressing amounts of money; buying things
 plurals
 demonstratives (**dit, dat, deze, die**)
 the i and ie sounds (**in, hier**)
- Lesson 12** ordering drinks; paying the bill
 present tense of verbs
 iets/niets etc.
 the ij and ee sounds (**bij, spreek**)
 the r sound (**Bert**)
- Lesson 13** expressing likes and dislikes
 negatives (**niet, geen**)
 adjectives
 the t sound at the end of words (**vind**)
 the short a sound (**al**)
- Lesson 14** telling the time; understanding directions
 possessive pronouns (**van mij** etc.)
dit/dat with plural verbs
 the ui and eu sounds (**huis, leuk**)

● ■ **Exercise one**

Listen and write down the answer. Which statement is correct?

Listen to this conversation in a flower shop and then write down which statement is true.

● ■ Exercise two

Listen and write down the answer. Which statement is correct?

Marijke happens to meet a friend out shopping. Can you find out whether the friend approves of what Marijke has bought?

■ Exercise three

Fill in.

This exercise will help you to check whether you remember the story up to now. Fill in the words that you think should go in the blanks. You are not only revising vocabulary, but also verb forms and prepositions.

● ■ Exercise four

Look at the price, listen and respond.

You're out shopping with a friend. She wants to know what everything costs. Look at the price tag and listen to the question. Respond with the price on the tag.

■ Exercise five

Rewrite the story about Jan and Yvonne Bekkevoort. Use niet or geen.

Read the story first and then rewrite it so that it applies to the Bekkevoorts. The exercise checks whether you can remember how to use the negatives *niet* and *geen* correctly.

■ Exercise six

Complete the sentences.

Walking down the street, you pick up snatches of conversation. Fill in the adjectives between brackets, taking care to get the spelling right. If you're not sure about the rules, go back to grammar point 4 in lesson thirteen.

● ■ Exercise seven

Listen and write down the answer. Which statement is correct?

Listen to the customer in the snack bar, who is trying to decide what to have.

● ■ Exercise eight

Listen and write down the answer. Which statement is correct?

Now listen to the conversation between two people at a bus stop.

● ■ Exercise nine

Listen, fill in and repeat.

Some groups of sounds are easily confused. For pronunciation revision, try to distinguish between these: *ie/i; ij/ee; aa/a; ou/ui/eu; e/ee*.

Listen to the tape a couple of times and fill in the letters you think belong in the blanks. Listen again and repeat the words in the pause that follows every sentence.

Remember to use **De Nederlandse Klanken** for more revision.

■ Exercise ten

Choose the right sentence and fill in.

Complete each of the conversations with phrase a, b or c.

● Exercise eleven

Put into the plural.

The example in the textbook illustrates how this exercise should be done. Remember that not just the noun, but the demonstrative and verb also have to be changed. (See the grammar points in lessons 11 and 12.) Listen, respond, and listen to the correct response.

■ Exercise twelve

Put the underlined words in the plural and rewrite the story.

Bert must be a bit nervous about missing his appointment. He is in a bad temper, anyway, and is barking last minute orders at Marijke. Be careful about the spelling when you change words into the plural! Change the verbs too where necessary.

● ■ Exercise thirteen

Listen, look and answer.

A visitor to Holland goes into a **VVV** (Tourist Information) office to enquire about things to see during her stay. Listen to the conversation once or twice and match up the letters of the pictures to the places where you can find them. You may not understand all the words right away, but don't let that put you off trying to get the general idea.

Wordlist

Brussel Brussels	nou 's kijken let me/us see
dank u thank you	onderstreept underlined
Den Haag The Hague	over about
enig wonderful	per stuk each
de folder brochure	prachtig splendid, magnificent
gefeliciteerd congratulations,	de prijs (pl. prijzen) price
many happy returns	de rozen (s. de roos) roses
gekocht (kopen) bought	de schoenenzaak shoe shop
goedkoop cheap	schrijf . . . over (overschrijven)
de haven harbour, port	rewrite, copy
heb . . . aan (aanhebben) have on,	het telefoontje telephone call
wear	het verhaaltje story
helemaal niet not at all	de vriendin (pl. vriendinnen) friend
ieder every, each	(female)
de informatie information	de VVV Tourist Information Office
interessant interesting	werken work
de mayonaise mayonnaise	de zee sea, ocean
de musea (s. het museum) museums	
het net channel (TV)	Yvonne Bekkevoort
nog weten remember	

Test one

Now that you've reached the end of level one, you'll want to check how much you already know. This test covers the most important items that you've practised up to now. It is in four parts:

Part one — pronunciation and comprehension

Part two — grammar

Part three — useful phrases

Part four — culture.

Your score will tell you if you've mastered the language in level one. It will give you an indication of what needs revising before you go on to level two, and what you should concentrate on in the coming lessons.

- 1 Do the whole test in one session and allow yourself about an hour.
- 2 Write the answers on a separate sheet of paper so that you can do the test again if you want to.
- 3 As with the lessons, start by reading the instructions for each exercise in this handbook. Then turn to the textbook or tape. The questions for exercises sixteen and seventeen are in the handbook only.
- 4 The answers to all the questions are in the key in the textbook. Don't look at the key until you've finished the whole test and checked your work.

Good luck! — or, as the Dutch say, *succes!*

Wordlist

anders dan different from	het kaartje ticket
bij mij at/to my place	de toets test
de bloem flower	voor in front of
het deel part	

PART ONE

Text one

Ellie has a chance meeting in the street with an old friend. They are very pleased to see each other again.

- **Exercise one**

Listen to text one.

- Write down all the words with an e sound as in zeg.*
- Write down all the words with an ie sound as in niet.*
- Write down all the words with an ee sound as in weer.*

- **Exercise two**

Write down all the questions.

Listen to text one again. Be careful: some of the questions may not be in the question form, so listen closely.

- ■ **Exercise three**

True or false?

- ■ **Exercise four**

Listen to text one and fill in.

Text two

Ellie and Hannie continue their conversation.

- ■ **Exercise five**

Listen to the sounds.

The groups of words in the textbook are all in text two. In each group, two of the words contain the same vowel sound; the other is different. Write down the odd one out, after listening to the text.

- ■ **Exercise six**

True or false?

- **Exercise seven**

Write down Hannie's telephone number and address.

They are in text two. Write the numbers out in full (e.g. zesen zestig) not just in figures.

Text three

Ellie is at the station on her way to visit Hannie. She wants some information from the ticket clerk.

- ■ **Exercise eight**

Listen to text three and fill in.

- **Exercise nine**

Look at the street plan and fill in.

Ellie has arrived in Groningen, but she has to ask for directions to the street where Hannie lives. Look at the street plan, start from the cross and follow the line, which shows the correct route. Fill in the blanks to complete the directions.

PART TWO

- **Exercise ten**

Make new sentences.

Look at the example and rewrite the sentences in the same way, starting with the word or phrase given.

■ Exercise eleven

Rewrite the story about Hannie and Maarten.

Rewrite the story as in the example, using *niet* or *geen* as appropriate and changing the verb where necessary.

■ Exercise twelve

Find the right question to match the answer.

Write down the pairs of numbers and letters.

■ Exercise thirteen

Fill in.

Use a possessive (*mijn, jouw*, etc.) to complete each sentence.

■ Exercise fourteen

Choose the right word and fill in.

These are problem pairs, words and expressions which are often confused.

PART THREE

■ Exercise fifteen

Put in the right order.

Ellie has arrived at Hannie's and is soon made to feel at home. Put sentences a) to e) in the right places to form their conversation.

Exercise sixteen

Here is a variety of situations. Write down what you would need to say in each case.

16 Lesson sixteen

- 1 You are buying a coat. The shop assistant shows you one; say that you don't like it, and then ask if she's got anything else.
- 2 You are in a Dutch café. The waiter comes for your order; ask if there is any Trappist beer.
- 3 Ask Directory Enquiries for the telephone number of a firm called **van Haren BV**.
- 4 You are a stranger in town and looking for the nearest post office. Ask a passer-by.
- 5 You ring a restaurant to book a table for two. What do you say?
- 6 Somebody asks you if you can change some money. Say you are sorry, but you can't help.
- 7 You want theatre tickets. Tickets are only available for Thursday, but you can only go on Friday. What do you say?
- 8 The waitress in a restaurant brings your order. You're in a hurry; ask if you can pay straight away.
- 9 You see some nice shoes in a shop, but there is no price tag. Ask how much they cost.
- 10 Your watch has stopped, so you have to ask the time. What do you say?

PART FOUR

Exercise seventeen

True or false?

- 1 Nowadays it is quite correct to address everybody in the familiar *je* form.
- 2 The post code comes before the name of the city or town.
- 3 **De Singel** in Amsterdam is a night-club for the unmarrieds.
- 4 **Een jonge** is a boy under eighteen.
- 5 **Welterusten** means *good night*.
- 6 When you answer the phone, you should give your name.
- 7 **Dag** means *hello* and *good-bye*.

When you've finished the test and checked your work, look up the answers in the key and work out your score. Take off one point for each mistake — except in exercise one, where you score half a point for each word you found.

If you scored 50 or less out of the total of 100 points, you should take another quick look at level one before going on. Identify the areas where you had difficulty:

Pronunciation — if your total for exercises one, two and five was under 5, go back over the pronunciation points and related exercises.

Comprehension — if your total for exercises three, four and six to nine was under 16, listen to the level one texts again to check that you understand them. Study them again if necessary, and do the comprehension exercises in lessons ten and fifteen (the revision lessons) again.

Grammar — if you scored under 14 in part two, re-read the grammar points and do the related exercises again.

Useful phrases — if you scored under 13 in part three, look again at the lesson summaries at the beginning of lessons ten and fifteen. Can you remember how to do the things listed there? Go back over the lessons you're not sure of and study the texts and points to watch again.

Culture — if you scored under 4 in part four, look at the culture notes again to refresh your memory.

It's worth taking a little time to make sure that you've learnt everything thoroughly before you start level two. That way you should make steady progress through the course.

16 Lesson sixteen

The story now continues, and you will learn what has happened to Bert since the accident. Past events and actions are the main topic of this lesson. You will also learn some useful phrases with which to complain about your various aches and pains. Pronunciation practice covers the difference between the **g** sound in **dag** and the **h** sound in **huis**.

By the way, you have made such good progress that it is no longer necessary to translate the whole text for you. You will still need to refer to the points to watch and wordlists, of course.

• ■ Text

After the accident, Bert Zoutendijk was taken to hospital and kept in for observation. Now the doctor on duty is doing the rounds, and apparently Bert hasn't much to worry about.

As this lesson deals with past events, pay particular attention to the way Dutch expresses these while you listen to the text. Try to pick out the Dutch sentences which mean the following. (The answers are at the end of this lesson in the handbook.)

- 1 Did you sleep well?
- 2 My colleague (already) spoke to you yesterday.
- 3 I was awake a lot.
- 4 She has already done that.

Points to watch

- 1 **ik heb nu dienst (2) I'm on duty now**

This is one of the expressions which use **hebben** in Dutch and **to be** in English. Two more examples are:

ik heb honger I'm hungry

ik heb het druk I'm busy

- 2 **Wanneer kan ik naar huis? (19) When can I go home?**

Notice that there is no word for "go" in the Dutch sentence. The Dutch often leave out the infinitive **gaan**, **go**.

3 een week of vijf (23) about five weeks

This is a construction used to mean *approximately*. You can also say:

een week of twee about a fortnight

een minuut of vijf about five minutes

4 mijn linkerarm (25) my left arm

This is written in one word in Dutch. Similarly, *my right arm* is **mijn rechterarm**.

Culture note

Health Insurance There is no exact equivalent of the National Health Service in the Netherlands. There are, however, two kinds of medical insurance; depending on your income this is either a **ziekenfonds verzekering** (compulsory insurance) or a **particuliere verzekering** (private insurance). Bert Zoutendijk, of course, is a private patient.

Exercise one

Which things are happening now?

Listen to the text again and decide which things are happening now and which have already happened. Note down which are happening now.

Pronunciation point

The Dutch **g** at the end of **dag** is something you have practised already (lesson eight). Here it is contrasted with the **h** of **huis**, a sound which is usually pronounced the same way as in English. It is seldom silent as in English "honour".

Exercise two

Listen, repeat and fill in: h or g?

Listen to each sentence and repeat it, then listen again and fill in an **h** or a **g** in your textbook.

Grammar point

1 Word order

As you learnt in level one, the order of words in a Dutch sentence is not always the same as in English. Here is a review of what you have already practised; look at this before you go on to word order in sentences talking about the past.

The auxiliary **is** is often separate from the main verb, which is generally at the end of the sentence:

Marijke moet een brief schrijven. *Marijke must write a letter.*

After adverbs, the subject **is** and the verb or auxiliary are often inverted:

Dinsdags komen de bejaarden. *On Tuesdays the senior citizens come.*

Vanavond wil Jan televisie kijken. *This evening Jan wants to watch television.*

Exercise three

Put into the right order.

The words in these sentences are mixed up. Sort them out; you are given the first word of each sentence. Then underline the auxiliary (if any) and main verb.

Grammar point

2 Present perfect

While listening to the text, you noted the way Dutch talks about actions and events in the past, e.g.

Mijn collega heeft u al gesproken. **Ik ben veel wakker geweest.**

These are examples of the present perfect tense, or **perfectum**. As you can see, it is formed with a part of either **hebben** or **zijn**, plus the past participle (e.g. **gesproken**, **geweest**). The past participle will be explained in grammar point 4. Most verbs take **hebben**; grammar point 3 will explain when to use **zijn**.

As you were reminded in grammar point 1, the auxiliary in a sentence is usually separated from the main verb. This also applies to sentences with the **perfectum**:

Mijn collega heeft u al gesproken.

The **perfectum** is used to talk about events and actions in the past. One difference between Dutch and English is that Dutch can use the **perfectum** where English would use the simple past tense§.

Mijn collega heeft u gisteren gesproken. *My colleague spoke to you yesterday.*
Very often, however, the two languages use the same tense.

Dat heeft ze al gedaan. *She has already done that.*

To sum up, here is a list of events that have just taken place at the snack bar. It will serve as reference for the singular and plural forms. Can you tell which verbs the past participles belong to? Look them up in the wordlist if necessary.

Ik ben naar de cafetaria gegaan.	We zijn om twee uur weggegaan.
Je hebt op het lijstje gekeken.	Jullie hebben nog wat gegeten.
U heeft/hebt me daar gezien.	U heeft/hebt met Toon gepraat.
Hij heeft een broodje gegeten.	Ze hebben naar de radio geluisterd.
Ze is naar de cafetaria gelopen.	

■ Exercise four

Answer Jan Bekkevoort. Use the perfectum.

As Bert is in hospital, Jan has taken over at the office. At least, he likes to think so, for he is now telling Marijke what to do. She, of course, has already done everything. Complete each of her answers using a past participle from the list. All these verbs use **hebben**.

● Exercise five

Answer Jan Bekkevoort. Use the perfectum.

Now take Marijke's part in the conversation from exercise four. Listen to the question, respond using the sentence you have written down, and then listen to the correct response.

Grammar point

3 zijn/hebben

As grammar point 2 pointed out, most verbs take **hebben** in the **perfectum**.

In the following sentences, however, you will see some verbs that always take **zijn**. Can you write down the infinitive of each?

- 1 Gerard is naar Amsterdam gegaan.
- 2 Hij is bij het Centraal Station begonnen.
- 3 Maar hij is nog niet thuis gekomen.
- 4 Hij is zeker in de gracht gevallen.
- 5 Dan is hij er geweest!

This is what you should have written:

- 1 gaan
- 2 beginnen
- 3 komen
- 4 vallen
- 5 zijn

You'll notice that most of these verbs describe some form of motion.

Sentence 5, by the way, is a bit of a joke: it means something like *He's a goner*.

There are also a few verbs that can take either **zijn** or **hebben**, e.g.

Ik heb op straat gelopen. Ik ben naar het Vondelplein gelopen.

Hij heeft in die rode auto gereden. Hij is door het rode stoplicht gereden.

The rule is that these and similar verbs describing motion take **hebben**, except when the direction is mentioned explicitly.

■ Exercise six

Answer the policeman. Use the perfectum.

A policeman is reading a statement about the accident for Bert's confirmation. You are Bert, answering the policeman. Start each answer with **ja**, and use the correct form of **zijn** plus the past participle. You've met all the past participles you need here — but if you can't remember one, check with the wordlist.

● Exercise seven

Answer the policeman. Use the perfectum.

The conversation between the policeman and Bert is recorded. Respond to the policeman's questions; the procedure is as for exercise 5.

Grammar point

4 Past participles

- a To form the past participle of a regular verb, take the **ik** form of the present tense and add **ge-** at the beginning and **-d** or **-t** at the end, like this:

ik vraag

ge-vraag-d

ik fiets

ge-fiets-t

As you know from pronunciation point 1 in lesson thirteen, there is no difference in pronunciation between the **d** and the **t** at the end of words, so it is just a matter of spelling. The Dutch have a good way to help them remember which regular verbs have the **t** ending: they think of the word **'t kofschip**. If the last letter of the **ik** form is one of the consonants in **'T KoFSCHiP**, the past participle ends in **t**. (For exceptions to this rule, see appendix.) Don't forget that a word may not end with a double consonant. This means that the past participle of, for example, **praten** looks like this:

ik praat

ge-praat

Note the past participles of these verbs:

ik bestel

besteld

ik gebruik

gebruikt

ik herhaal

herhaald

ik vertel

verteld

If a verb begins with **be-/her-/ge-/ver-** it doesn't need **ge-** at the beginning.

- b The past participles of irregular verbs usually have **ge-** at the beginning and **-en** at the end, e.g.

geven

gegeven

schrijven

geschreven

spreken

gesproken

As you can see, the vowel often changes as well; these changes have to be learnt for each verb. Like the regular verbs, irregular verbs which begin with **be-/ver-** etc. don't add the prefix **ge-**:

beginnen

begonnen

vergeten

vergeten

When in doubt about a past participle, consult the list in the appendix at the back of this handbook. If a verb is not listed there, then it is regular.

Exercise eight

Fill in.

Use the past participle of the given verbs. All the verbs are regular. Remember to apply the **'t kofschip** rule.

Exercise nine

Fill in. Use the perfectum.

Complete this conversation between Bert and the nurse. Remember that some of the verbs will not use **hebben**, but **zijn**, and that there are some irregular past participles; find the ones you don't know in the wordlist.

Exercise ten

You are at the doctor's. He wants to ask you a few things. Answer him.

After so much indigestible grammar, you probably feel quite ill, so this seems the right moment to learn how to complain about various aches and pains. You will be able to locate them in the pictures. Respond as in the example, using the **ja** or **nee** cue on the tape.

Wordlist

aandoen → het rustig aandoen	gekeken (kijken) looked
de arm arm	geleden ago
begonnen (beginnen) begun	gelopen (lopen) walked
breken break	gelukkig fortunately
de buikpijn stomach ache	gemaakt (maken) made
denken think	gepraat (praten) talked
dienst hebben be on duty	gereden (rijden) driven
het ding thing	geschreven (schrijven) written
de dokter doctor	geslapen (slapen) slept
duren last, take	gesproken (spreken) spoken
een paar a few, a couple of	gestuurd (sturen) sent
een week of vijf about five weeks	gevallen (vallen) fallen
gebeld (bellen) telephoned	gevraagd (vragen) asked
gebroken (breken) broken	gisteren yesterday
gebruikt (gebruiken) used	de grond ground
gedaan (doen) done	de hand hand
gedronken (drinken) drunk	heel wat quite a lot
geen . . . meer not any more,	het rustig aandoen take it easy
no longer	hoe lang how long
gegaan (gaan) gone	de hoofdpijn headache
gegeten (eten) eaten	de huisarts family doctor
gegeven (geven) given	de kilometer kilometre

de koorts fever
 de linkerarm left arm
 de maagpijn stomach ache
 nog wel still
 ongeveer about, roughly
 de oorpijn ear ache
 opgenomen (opnemen) taken
 het perfectum present perfect
 de pijn pain, ache
 pijnlijk painful, sore
 de rechterarm right arm
 slecht uitkomen be inconvenient,
 turn out badly
 het spoedgeval emergency (case)
 sturen send
 de temperatuur temperature
 te veel too much, too many

Answers

Text

- 1 Heeft u goed geslapen?
- 2 Mijn collega heeft u gisteren al gesproken.
- 3 Ik ben veel wakker geweest.
- 4 Dat heeft ze al gedaan.

tja well
 toch wel definitely, certainly
 vallen fall
 vanmorgen this morning
 verder further, for the rest
 vergeten (vergeten) forgotten
 waarschijnlijk probably
 wakker awake
 weggegaan (weggaan) gone away
 de zuster sister, nurse

mevrouw Broekman
 het Centraal Station
 Els
 Groningen
 dokter Steenberg

17 Lesson seventeen

In this lesson you'll learn some more simple directions, this time with numbers like *eerste* (first) and *tweede* (second). Grammar continues with the **perfectum** of separable verbs such as **opnemen** and **invullen**, and the pronunciation point deals with the Dutch **I** sound.

Text one

The hospital is very busy today; three people come up to the sister on duty and ask her where to find somebody. First just listen to the text.

Exercise one

Listen to text one and find the right plan.

This exercise is all about directions. The plans in your textbook correspond to the three sets of instructions the sister gives. Number the plans in the order in which you hear them.

Text one

Now read and study the text, and look up the new words.

Point to watch

- 1 in welke kamer ligt meneer Zoutendijk? (1) which room is Mr Zoutendijk in?

English would just use the verb *be* here, but Dutch is more precise and uses **liggen**; Bert is lying in bed. You'll meet more examples of this later on.

Ordinal numbers

The nurse told Jan Bekkevoort to take **de derde gang** and then **de eerste deur**. Words like *eerste* and *derde* are frequently used in directions. They are called ordinal numbers. With the exception of *first* and *eighth*, the ordinals from 1st to

19th have the ending -de:

eerste	1ste	first
tweede	2de	second
derde	3de	third
vierde	4de	fourth
vijfde	5de	fifth
zesde	6de	sixth
zevende	7de	seventh
achtste	8ste	eighth
negende	9de	ninth
etc.		

Note what happens to numbers from twenty onwards; here the ending is -ste:

twintigste	20ste	twentieth
eenentwintigste	21ste	twenty-first
tweeëndertigste	32ste	thirty-second
drieënveertigste	43ste	forty-third
vierenvijftigste	54ste	fifty-fourth
etc.		

■ Exercise two

Look at the street plan and fill in the correct words.

Complete the directions with expressions from the list at the beginning of the exercise. You won't be able to use all of them.

● Exercise three

Listen and speak.

Here is some more practice in using the ordinal numbers. Respond as in the example, always starting with o. Then you'll hear the correct response.

■ Text two

Bert Zoutendijk has left hospital and is resting at home. He has written to

Marijke to confirm some things he has already discussed with her over the telephone. Read the text; it is not recorded.

Points to watch

2 Voor de goede orde. (2) Just to confirm.

This is an idiomatic expression used when people write to confirm something or to sum up things agreed.

3 De gemeente heeft onze aanvraag ... (5)

Listen to the sentence once again. Is it a properly constructed question, or one of those questions without a question construction? You'll find the answer at the end of this lesson in the handbook.

4 De dokter heeft gezegd dat ik waarschijnlijk weer vlug naar kantoor mag. (9) The doctor has said that I can probably go back to the office soon.

Note the position of *mag* (*can*) here, at the end of the sentence. This type of sentence will be explained later on in the course.

■ Exercise four

Find synonyms for the following expressions.

Replace the four words in your textbook by expressions from text two which have the same or a very similar meaning: in other words, synonyms.

● Exercise five

Dictation: listen to the sentences and write them down.

Being a good secretary, Marijke has sent Bert a short note to tell him how things are. She has written four sentences. First listen to all four. Then rewind and listen to them one by one; stop your tape after every sentence and write down what you have heard. Listen several times if necessary.

Grammar point

1 Separable verbs

You have already come across a number of these verbs in level one; they were pointed out in the points to watch. Do you remember these sentences?

Luister naar de band en vul in. Schrijf de naam wel op.

Marijke, wat heb je leuke schoenen aan.

Try to write down the infinitives of the verbs underlined.

Did you come up with these?

invullen fill in opschrijven write down aanhebben have on, wear

As you can see from the examples, separable verbs have a preposition§ (e.g. **in, op, aan**) attached to the infinitive. In a sentence, this preposition is generally separated from the verb; it often moves to the end of the sentence, and in any case follows the verb.

● Exercise six

Answer doctor Steenbergen.

Answer each question as in the example. The sentences on the tape all contain separable verbs, so make sure you use them in the correct way.

Grammar point

2 Past participle of separable verbs

Look at these sentences:

Thea en Toon hebben een formulier ingevuld.

Marijke heeft alles opgeschreven.

Ik heb gisteren een groene trui aangehad.

When a separable verb is used in the **perfectum**, the past participle is formed from the verb in the usual way (see lesson sixteen) and then the preposition is added onto the beginning:

invullen	(gevuld)	ingevuld
opschrijven	(geschreven)	opgeschreven
aanhebben	(gehad)	aangehad

Note that some separable verbs use **zijn** to form the **perfectum** (see lesson sixteen). Take the verb **meegaan** (*go with*), for instance:

Jullie zijn met Ellie meegegaan.

■ Exercise seven

Answer Ellie's colleague Ans.

Now practise what you have just learnt in grammar point 2. Look at the example first. Fill in the appropriate past participle, and remember that you are dealing with separable verbs.

● Exercise eight

Answer Ellie's colleague Ans.

Now say the answers from exercise seven aloud.

Pronunciation point

You have already met the Dutch **l** sound in words like **luisteren** and **willen**. At the beginning of words it's very similar to the English **l**; in other positions it's pronounced more distinctly than in English. Perhaps you would like to listen to text one again to hear how the **l** in **welke** is pronounced, for instance.

● Exercise nine

Listen and repeat.

You are going to hear five sentences which all contain examples of the Dutch **l** sound. Listen first and then repeat.

■ Exercise ten

Form correct sentences.

Put the words into the right order to form sentences. They all contain forms of the **perfectum**.

Wordlist

aangehad (aanhebben) had on	moeilijk difficult
de aanvraag application, inquiry	negende ninth
achtste eighth	opbellen (opgebeld) telephone
afgemaakt (afmaken) finished	opgeschreven (opschrijven) written down
afzeggen (afzegd) cancel	het synoniem synonym
alsmaar rechtdoor keep straight on	tiende tenth
best dear	de trap (s.) stairs
de trap op up the stairs	tweede second
derde third	tweeëndertigste thirty-second
de deur door	twintigste twentieth
het dictee (pl. dictees) dictation	uitstellen (uitgesteld) postpone
drieëntwintigste twenty-third	vanzelf automatically, plainly
een hele tijd some time	vierde fourth
eenenveertigste forty-first	vierenvijftigste fifty-fourth
de gang passage, corridor	vijfde fifth
de gegevens (s. het gegeven) data, details	vlug quick(ly), soon
gekregen (krijgen) got, had	voor de goede orde just to confirm
goedkeuren (goedgekeurd) agree, approve	de vrouwengroep women's group
hopen hope	zesde sixth
ingevuld (invullen) filled in	zevende seventh
de kamer room	Ans
lang long	mevrouw Pietersen
meegegaan (meegaan) gone with	

Answers

Point to watch 3

It's a question without a question construction.

18 Lesson eighteen

Lesson eighteen continues with events and actions in the past, this time in the **imperfectum**, the simple past. In addition, you will hear how the Dutch celebrate their birthdays and how they wish each other many happy returns. The pronunciation exercise covers the **tj** sound in **tja**.

■ Text one

Thea is having a break from the housework with a cup of coffee and the morning paper. The Wiersmas read one of the popular dailies, with plenty of sport and sensational stories. Read the text, which is not recorded, and study it with the wordlist and points to watch.

Points to watch

1 Het personeel (4) *The staff*

This is always singular in Dutch, whereas in English it is often treated as a plural.

2 Het personeel was al naar huis. (4) *The staff had already gone home.*

The grammar of this sentence will be explained in level three. Meanwhile, note that the past participle **gegaan** (*gone*) is often omitted, in the same way as the infinitive **gaan** (*go*) – see lesson sixteen, point to watch 2.

3 Ze heeft de politie verteld hoe de overallers er uitzagen. (11) *She told the police what the robbers looked like.*

Note that the verb, **uitzagen**, comes at the end of the sentence. This will be explained later on. Did you remember that **hoe** often means *what*?

■ Exercise one

Change the sentences where necessary.

Change this newspaper article so that it gives the same story as the one Thea read. Try to do this without referring to text one.

Grammar point

1 Use of the imperfectum

The **imperfectum** is used in Dutch in narratives, so you will find it especially in stories, newspaper articles, minutes of meetings etc. It's used in ordinary everyday conversation to describe a series of events in the past.

It's important to realise that the **imperfectum** is not always used where English uses the simple past. As lesson sixteen pointed out, English always uses the simple past with expressions like "yesterday, this morning, last week", whereas Dutch often uses the **perfectum**:

Ik heb hem gisteren gesproken. I spoke to him yesterday.

As you can see from reading text one, the **perfectum** is often used to set the scene, then the story goes on to relate the facts in the **imperfectum**, and finally the story is brought to an end in the **perfectum**.

■ Exercise two

Fill in.

The woman who happened to see the bank robbers is telling her story. You are given the **perfectum** and **imperfectum** forms you need to complete what she says, and the infinitive of each verb is given in brackets.

Grammar point

- 2 The **imperfectum** of regular verbs is quite easy to form. As with the formation of the past participle, you take the **ik** form of the present tense; this time you add **-de** or **-te**, e.g.

ik vertel-de ik luister-de ik hoop-te ik praat-te

By the way, why do the verbs **praten** and **hopen** have **-te** at the end instead of **-de**? You're right! Because of that **T KoFSCHiP** rule. (Again, for exceptions see appendix.) Now pick out all the regular forms of the **imperfectum** in text one.

These are what you should have written down:

maakten werkten raakte

All the singular forms are the same. To form the plural, you just add **-n** to the singular, except of course for the **u** form:

Ik luisterde naar de radio.

We luisterden naar de radio.

Je/U vertelde een verhaal.

Jullie vertelden een verhaal.

U vertelde een verhaal.

Hij vulde de formulieren in.

Ze vulden de formulieren in.

Ze fietste naar de markt.

Ze fietsten naar de markt.

Don't forget that what you learnt in lesson seventeen, grammar point 1, about the word order of sentences with separable verbs applies to the **imperfectum** too.

■ Exercise three

Fill in. Use the imperfectum. Then put the sentences in the right order.

Fill in the **imperfectum** in place of the infinitives in brackets. All the forms you need are regular. Then reorder the sentences to make an account of Bert's accident.

● ■ Text two

It's Ellie's birthday and she is having a party at her house. Thea has just arrived and rung the door bell. While you listen to the text, try to pick out the words or phrases which mean the following. Write them down and check them with the solutions at the end of the lesson.

1 You must be Peter.

2 That was in the newspaper.

3 Shall I take your coat?

4 Congratulations.

Now read and study the text.

Points to watch

- 4 **Hij zit op de fabriek (8) He is/works at the factory**
dat stond in de krant. (10) that was in the newspaper.

Dutch often uses **zitten** or **staan** where English would use *be*; compare the use of **liggen** in lesson seventeen, point to watch 1. This point will be explained in detail in lesson twenty-three.

5 Ga maar vast naar binnen. (13)

This cannot be translated literally. It means *do go in, don't wait for me*. In the same way, *ga maar vast naar boven* would mean *go on upstairs, I'll follow*.

Culture note

Gefeliciteerd met Ellie With these words, Thea and the other guests at the party will congratulate Ellie's relatives on the occasion of her birthday. Birthdays are quite important events in Holland and many people still celebrate them with relatives, neighbours and friends at home. Thea has entered the date on the special birthday calendar she has hanging, in true Dutch fashion, in the toilet. Ellie has treated her colleagues at work to a cake with their coffee, a custom she learnt as a child at school, where treats are allowed in class on such special occasions.

● ■ Exercise four

True or false?

Grammar point

3 The imperfectum of irregular verbs

Irregular verbs are just that – irregular! – which means that in the beginning you will have to look up the **imperfectum** in the appendix list at the back of this book. You'll find one or two examples in text one, of course. Write them down with their infinitives.

This is what you should have written:

kwamen/komen namen mee/meenemen zag/zien

Now just for practice, look up the **imperfectum** of these verbs in the appendix: vragen, spreken, lopen, gaan, drinken.

This is what you should have found: vroeg, sprak, liep, ging, dronk. As with

the regular verbs, all the singular forms are the same, and you usually just add -en for the plural:

ik vroeg	we vroegen
je sprak	jullie spraken
u liep	u liep
hij ging	ze gingen/dronken
ze dronk	

Don't forget to apply the familiar spelling rules (see lessons eleven and thirteen).

ik gaf	becomes	we gaven
ik sprak		we spraken
ik reed		we reden

The pronunciation change in *gaf/gaven* and *sprak/spraken* is the same as in *glas/glazen* (see lesson eleven).

■ Exercise five

Fill in. Use the praesens, perfectum or imperfectum.

Here's a chance to practise using the appropriate tenses. Gerard has now arrived at the party. He goes and sits down next to Ellie's mother and they start chatting. You've already met all the forms you need to complete their conversation.

● Exercise six

Make new sentences.

You'll hear what Thea and Gerard are doing today. Change each sentence so that it describes what Ellie and Toon did on Tuesday. Use the given cues, as in the example.

● ■ Text three

Thea congratulates Ellie on her birthday. Study the text in the usual way; listen first.

Points to watch

- 6 Je moeder wel, maar je vader nog niet. (6) *I do know your mother, but not your father.*

Here again, Dutch uses little words (*wel, niet*) to emphasise the contrast, where English would use an auxiliary (*I do know*).

- 7 Wat wil je liever, koffie of thee? (9) *What would you rather have, coffee or tea?*

This, or more simply *Liever koffie of thee?*, is the usual way to ask somebody's preference. Notice the answer: *Liever thee graag*.

● ■ Exercise seven

True or false?

● ■ Exercise eight

Listen and answer.

You're a lunch guest at somebody's house and your host asks you what you would like. Answer as in the example, saying which you would rather have; you always want the second thing offered. The pictures in your textbook will help you with the new words.

Pronunciation point

The *tj* sound, which occurs in *tja* for instance, is similar to the sound in English *catch*. You know that in Dutch *d* often sounds like *t* (e.g. *gebeurd, had*). You will find that some of the *tj* sounds you come across are actually spelt *dj*. The *tj* sound also occurs where one word ends in *t* or *d* and the next begins with *j*, for example in *moet je* and *reed je*.

● ■ Exercise nine

Listen, repeat and fill in.

Tj or *dj* is missing each time.

Wordlist

aannemen	take	de overvaller	raider
de aanrijding	collision	overwerken	work overtime
de achteringang	rear entrance	het personeel	staff
het alarm	alarm	de plant	plant
alleen	alone, on one's own	de politie	police
de bankoverval	bank raid	raakte gewond (gewond raken)	was injured
bij	in	reed/rede (rijden)	drove
de boter	butter	schreef/schreven . . . op (op-schrijven)	wrote down
de boterham	sandwich, slice of bread	sprak/spraken (spreken)	spoke
het brood	bread	stak/staken . . . over (oversteken)	crossed
buiten	outside	stond/stonden (staan)	was/were, stood
dag zeggen	say hello	het tafeltje	little table
dronk (drinken)	drank	de thee	tea
er uitzagen (er uitzien)	looked	de vader	father
gaf/gaven (geven)	gave	vast	meanwhile
gewond	injured	veranderen	change
ging/gingen (gaan)	went	de verjaardag	birthday
hoe	what . . . like	vijftigduizend (50.000)	fifty thousand
het imperfectum	simple past	vraag/vroegen (vragen)	asked
de jam	jam	vulde/vulden . . . in (invullen)	filled in
jarig zijn	have a birthday	wegrijden	drive away
de kassa (pl. kassa's)	till	zag/zagen (zien)	saw
kennen	know (a person)	zitten	be, work, sit
klein	small		
de kluis	safe		
het krantje	newspaper		
kwam/kwamen (komen)	came		
lag/lagen (liggen)	was/were, lay		
las/lazen (lezen)	read		
liep/liepen (lopen)	walked		
liever	would prefer		
maakte . . . open (openmaken)	opened		
de margarine	margarine		
meenemen	take with		
de moeder	mother		
nam/namen . . . mee (meenemen)	took with		
nog niet	not yet		
nog vele jaren	many happy returns		
omdat	because		
openmaken	open		
de ouders (pl.)	parents		

Peter

Answers

Text two

- 1 Jij bent zeker Peter.
- 2 Dat stond in de krant.
- 3 Zal ik je jas aannemen?
- 4 Gefeliciteerd.

19 Lesson nineteen

Holland is a small (**klein**) country. It is smaller (**kleiner**) than England. In fact, it is one of the smallest (**kleinst**) countries in the world — but also one of the best, of course! Words like these — the comparison of adjectives — are the theme of the grammar for this lesson. In addition, there is some revision of possessives and question words, and the **imperfectum** of **zijn** and **hebben**. The pronunciation point illustrates the difference between the **nk** and **ng** in **donker** and **lang**. Meanwhile, the party at Ellie's is in full swing; you'll hear the names for the different members of a Dutch family.

● ■ Text one

The de Jongs are very fond of their children and exceedingly proud of their grandchildren. Mrs de Jong is showing Thea some photos taken at the last family reunion. Listen to the text first.

Points to watch

- 1 **dit zijn hun neefje en nichtje (10) these are their cousins**
Remember that Dutch uses **dit** or **dat** where English requires the plural, *these* or *those*. **Neefje** means both *nephew* and *male cousin*, while **nichtje** means *niece* or *female cousin*. From the context, it is clear that *cousin* is meant here. Note that the **t** in **nichtje** is silent.
- 2 **met haar man (12)**
Notice how **haar** is reduced to just **'r**. Sometimes a **d** sound is added to make it easier to say: **d'r**. You'll notice this in exercise two.

● ■ Exercise one

Listen, choose a name and fill in.

Can you sort out the family relationships? Look at the pictures while you listen to text one and match the right name or names from the list to each one.

● ■ Exercise two

Answer.

Answer all the questions about Ellie's relatives as in the example. This exercise revises the possessives you learnt in lesson seven.

● ■ Text two

One of Ellie's guests has turned on the television in time to catch an interview with somebody who actually saw the bank raid which was reported in the newspaper. The interviewer is very interested in getting a description of the raiders.

Points to watch

- 3 **een jaar of dertig (13) about thirty (years old)**
This is another example in which **of** is used to mean *approximately*. You have met the construction before (lesson sixteen, point to watch 3).
- 4 **de een . . . de ander (13) one . . . the other**
Notice that the article (**de**) is used before both these words in Dutch.
- 5 **die donkere (21) the dark one**
This refers to the man, of course, not the beard.

● ■ Exercise three

True or false?

Pronunciation point

The **nk** in **donker** and the **ng** in **lang** are more clearly pronounced than the very similar English sounds in *think* and *thing*.

● ■ Exercise four

Listen, repeat and write down. ng or nk?

Listen to the sentences and repeat each one. Listen again and write down the words with the **nk** or **ng** sound in the appropriate column.

Grammar point

1 Imperfectum of zijn

If you read through the text, you'll be able to pick out the singular and plural forms of the **imperfectum** of **zijn** without too much difficulty. Here are two sentences as an illustration:

De een was zo groot als u.

Hoe groot waren ze?

That is all you need, so to sum up:

ik		we	waren
je	was	jullie	waren
u		u	was
hij, ze, het		ze	waren

Be careful with **je/u was** for *you were*.

■ Exercise five

Fill in the imperfectum of **zijn**.

Grammar point

2 Imperfectum of hebben

The text also contains examples of the **imperfectum** of **hebben**, both in the singular and the plural. Two examples:

De blonde had heel kort haar.

Wat hadden ze aan?

To sum up:

ik		we	hadden
je	had	jullie	hadden
u		u	had
hij, ze, het		ze	hadden

■ Exercise six

Fill in the imperfectum of **hebben**.

● ■ Exercise seven

Read the questions. Listen to the tape and find a question to match each sentence.

This is a short revision exercise to make sure you haven't forgotten the question words and to remind you of the question form. Listen carefully to the example; you'll hear that **hij** is pronounced "ie" when it follows the verb. Say the questions aloud. If you need more time to find the correct question, stop the tape.

Grammar point

3 Comparison of adjectives

As you know, Bert Zoutendijk is very proud of the bicycles that his factory produces. And why not, if you compare them with those of his closest competitor, G.T. Janssen, who advertises under the slogan **Koning op de weg** (*King of the road*). Bert always says of his bikes:

Ze zijn snel.

Ze zijn sneller dan de fietsen van Janssen.

Het zijn de snelste fietsen van Nederland.

Ze zijn goedkoop.

Ze zijn goedkoper dan de fietsen van Janssen.

Het zijn de goedkoopste fietsen van Nederland.

As you can see, it is quite easy to form the comparative§ and superlative§ in Dutch: you just add **-er** and **-st** to the word, even if it is a long one, like this:

	comparative	superlative
snel	sneller	snelst
quick	quicker	quickest
goedkoop	goedkoper	goedkoopst
cheap	cheaper	cheapest
mooi	mooier	mooist
nice	nicer	nicest

Note that the English *than* is **dan** in Dutch (**goedkoper dan**) and that *in Holland* is **van Nederland**.

There are one or two exceptions, of course. Bert would say:

Zoutendijk fietsen zijn goed.

Ze zijn beter dan de fietsen van Janssen.

Het zijn de beste fietsen van Nederland.

We verkopen veel fietsen.

We verkopen meer fietsen dan Janssen.

We verkopen de meeste fietsen van Nederland.

Janssen verkoopt weinig fietsen.

Hij verkoopt minder fietsen dan wij.

	comparative	superlative
goed	beter	best
good	better	best
veel	meer	meest
much/many	more	most
weinig	minder	minst
little/few	less/fewer	least/fewest

Don't forget the spelling rules, e.g. *snel* adds an *l* to become *sneller* and loses it again in *snelst*; *groot* loses an *o* in *groter* but gets it back again in *grootst*; *lief* changes the *f* into *v* in *liever* and then reverts to *f* again in *liefst*. By the way, words ending in *r* add *der* in the comparative form, e.g.

donker	donkerder	donkerst
duur	duurder	duurst

Note: *Thea heeft een oudere broer en een jonger zusje*. If you don't know why *jonger* has no final *e*, go back to the grammar points in lesson thirteen to find out.

Exercise eight

Answer.

Marijke is sorting out who is who from some photographs and personal record sheets, with the help of one of the other secretaries. Write down the answers to her questions; look at the example first.

Exercise nine

Look at the survey of the annual figures and answer Bert.

Bert and Jan are going through some of the figures for the past two years. They are agreeably surprised by the percentages, which are better this year than last. Study the chart in your textbook and then write down Jan's answers, as in the example.

Exercise ten

Answer Bert.

Now Bert's comments are on the tape. Answer him aloud.

Grammar point

4 Remember to use the right article with the superlative form: *de* or *het* in the singular and *de* in the plural.

Het is het beste boek.

Het zijn de beste boeken.

Het is de snelste fiets.

Het zijn de snelste fietsen.

If you're not sure why *Het is* or *Het zijn* is always used, for both *de* and *het* words, look back at grammar point 2 in lesson fourteen.

Exercise eleven

Ask a question.

Thea and Toon are trying to think of suitable questions for a senior citizens' quiz down at the community centre. Thea has some suggestions, but it is Toon who comes up with the final version. Use Thea's suggestion to make a question, as in the example. Then listen to Toon's version. The pictures in your textbook will help you.

Grammar point

5 Now look what happens to the article in some sentences with the superlative.

Dit boek is het best(e).
Deze fiets is het snelst(e).

Deze boeken zijn het best(e).
Deze fietsen zijn het snelst(e).

If the superlative follows the noun it refers to, it is always preceded by *het*.
The final *e* is between brackets, because both versions are possible: *het snelst*
or *het snelste*. Compare these examples with those in grammar point 4.

Exercise twelve

Ask a question.

This time, write down the questions in the form you've just learnt, as in the example. Use the pictures from exercise eleven to guide you.

Wordlist

allebei both
de baard beard
belangrijk important
belangrijkst most important
best best
beter better
blond blond, fair
bovendien besides
de broer brother
de brug bridge
de centimeter centimetre
dan than
de een . . . de ander one . . . the other
dezelfde the same
de dochter (pl. dochters) daughter
donker dark
donkerder darker
dragen wear
droeg/droegen (dragen) wore
duurder more expensive
duurst most expensive
een jaar of dertig about thirty
years (old)
Europa Europe
de export export
de foto (pl. foto's) photograph
het fotoalbum (pl. -s) photo album

het geval case
goedkoopst cheapest
goedkoper cheaper
grootst biggest, tallest
groter bigger, taller
het haar (pl. haren) hair
had/hadden (hebben) had
hadden . . . aan (aanhebben) had
on, wore
hoger higher
hoog high
hoogst highest
iets a little, a bit
in ieder geval in any case
de interviewer interviewer
de jaarcijfers (pl.) annual figures
jonger younger
de kantine canteen
de kleindochter grand-daughter
kleiner smaller
kleinst smallest
de kleinzoon grandson
kort short
het land country
 langer longer
langst longest
de leraar teacher (male)

de leraar Nederlands Dutch teacher
licht light
m = meter metre
meer more
het meer (pl. meren) lake
meest most
minder less, fewer
minst least, fewest
het Nederlands Dutch
het neefje cousin, nephew
het nichtje cousin, niece
of zo or thereabouts
de oma (pl. oma's) grandma
de omzet turnover
de oom (pl. ooms) uncle
de opa (pl. opa's) grandad
ouder older
oudst oldest
het overzicht chart, survey
de produktie production
de regenjas raincoat
de rivier river
sneller faster
snelst fastest
de tante aunt
toen then, at that time
de toren tower
van in

het verjaardagsfeest birthday party
verkocht (verkopten) sold
de verkoop sale(s)
verkopten sell
vorig last
waren (zijn) were
weinig little, few
ziek ill
het ziekteverzuim absence through
illness
de zoon (pl. zonen, zoons)
son
de zus = zuster sister
het zusje (little) sister

Agnes
meneer Andriesen
Daniëlle
Frits
Henk
Jessica
Joris
Jos
Leen
Rob
Robert Jan
Saskia
Simon

20 Lesson twenty

In lesson twenty you'll revise the most important things you learnt in the last four lessons. The situations deal with describing people, congratulating, complaining about physical ailments and asking directions. The exercises give you the opportunity to check your knowledge of the tenses you have met up to now, and the pronunciation points introduced in the last four lessons have been put into a combined pronunciation exercise.

Summary: lessons 16 to 19

- Lesson 16 talking about past events
complaining about aches and pains
perfectum (present perfect) formed with **zijn** and **hebben**
contrast between g (dag) and h (huis)
- Lesson 17 giving directions
perfectum of separable verbs
ordinal numbers (eerste, tweede, etc.)
the l sound (welke)
- Lesson 18 talking about past events
wishing somebody many happy returns
imperfectum (simple past)
the tj sound (beetje)
- Lesson 19 family relationships; describing people
comparison of adjectives (klein, kleiner, kleinst)
imperfectum of **zijn** and **hebben**
contrast between ng (lang) and nk (donker)

● ■ Exercise one

Listen and write down. Who is Mrs Krijns' daughter?

An agitated mother, Mrs Krijns, is reporting her missing child at the local police station. See if you can make out which of the pictures in the textbook shows her daughter.

● ■ Exercise two

Listen and write down. What is wrong with Mr Huismans?

Mr Huismans is trying to make an appointment to see his doctor. The doctor, however, considers that the complaint doesn't warrant immediate attention.

■ Exercise three

Fill in.

Mr Huismans' doctor is now back at home, having a drink with his wife before dinner. Look at their conversation and fill in the verbs in the **perfectum**. Remember that some will use **hebben** and others **zijn**. There's one new one: the past participle of **vinden** is **gevonden**.

■ Exercise four

Fill in: perfectum and praesens.

Put the verbs in brackets into the correct tense. Be careful of the spelling of the past participle.

■ Exercise five

Fill in. Use the imperfectum.

This is an extract from a letter that a fellow-patient of Bert's has received from his wife. Replace the infinitives in brackets with the **imperfectum**. There are several verbs you don't know here, so you'll have to look them up in the wordlist or the appendix.

■ Exercise six

Fill in: praesens, perfectum or imperfectum.

Glancing through the dailies at the hairdresser's, Mrs Zoutendijk is rather surprised to see Bert's name mentioned in the gossip columns. No doubt he will be able to explain when he gets home! This time you must decide which tense is needed in each space. The verb **openen** is regular.

● ■ Exercise seven

Listen, repeat and fill in.

This is the pronunciation revision exercise. You're going to hear three sentences. The first contrasts the two sounds **ng** and **nk** as in **lang** and **donker**. The second contrasts **j** and **tj** as in **Jan** and **tja**. Last, a sentence with **h** and **g** as in **huis** and **dag**.

■ Exercise eight

Answer.

The police are still trying to find the bank robbers. The detective in charge of the case has gone through the files and picked out the likely lot you see in the textbook. Look at the example. Fill in the right forms of the words in brackets, and watch the spelling!

■ Exercise nine

Read and write down.

Do you remember words like **snelt** and **duurst**? Use this form to make complete sentences. The example in your textbook shows you how.

● ■ Exercise ten

Listen and write down.

Listen to the three short dialogues. In each of them, somebody is being congratulated. Look at the textbook to see why, and match the conversation to the situation.

● Exercise eleven

Speak and listen.

Can you think of the Dutch needed in the following situations? When you think you know, say each sentence and then listen to the tape to see if you were right.

1 Congratulate Thea on her birthday. (Use **je**.)

- 2 Ask what somebody wants to drink. Suggest either coffee or tea. (Use **je**.)
- 3 Ask what the robbers looked like. (Use **ze**.)
- 4 Ask somebody if he/she slept well. (Use **u**.)

● Exercise twelve

Listen and respond.

You are the sister on duty at the hospital reception desk. People keep asking you where to find somebody. Listen to the question and the cue, and respond as in the example. This is an exercise in using ordinal numbers.

■ Exercise thirteen

Make correct sentences. Use the perfectum.

Just before she goes home, Ellie is checking today's schedule. Alas, it has been one of those days on which nothing gets done. Make sentences from her notes, as in the example. You will be revising the past participles of separable verbs (see lesson seventeen). You'll have to use the negative, so think carefully whether you need **niet** or **geen**.

■ Exercise fourteen

Read and answer.

This publicity material must have come from a brochure for foreign tourists. Read the text; the illustrations will help you to understand. When you think you've got the general idea, try to answer the questions about the text.

Wordlist

de actrice actress
 autorijden drive a car
 de baby (pl. baby's) baby
 begon (beginnen) began
 beroemd om famous for
 boven above

brengen bring, take
 het briljetje (s.) glasses
 het cadeau(tje) present
 de correspondent correspondent
 dat moet dan maar oh, all right
 de laatste tijd recently

het dochtertje (small) daughter	de praktijk practice, surgery
donkerblauw dark blue	precies precise(ly), sharp
doorverbinden connect, put through	de provincie (pl. provinces) province
duister dark, shady	regenen rain
echter however	het regenjasje (child's) raincoat
eigen own	het rijexamen driving test
eindelijk at last	de Rijn Rhine
ergens anders somewhere else, anywhere else	rooie = rode red
even later shortly afterwards	de rust rest, quiet, calm
het Fries Frisian	het spreekuur consulting hours, surgery
het gebied area	de taal language
gelezen (lezen) read	de tijd time
het geluid sound, noise	toch anyway
genoeg enough	toen when
geopend (openen) opened	tussen between
het handelscentrum commercial centre	uit from
handig handy, clever	vlak flat
hetzelfde the same	was ... weg (weg zijn) had disappeared
de heuvel hill	de watersport (s.) watersports
hoe zit het met what about	weet je wel you know
het hoofd head	het westen west
de hoofdstad capital	wilde (willen) wanted to
houden van like	zei/zeiden (zeggen) said
het industriecentrum industrial centre	zelf oneself
ineens suddenly, all at once	zelfs even
keek/keken (kijken) looked	het zoontje (small) son
het koekje biscuit	het zuiden south
de Lage Landen (pl.) Low Countries	duistere Dorus
later op de dag later in the day	Friesland
de Maas Meuse	handige Harrie
moest/moesten (moeten) had to	meneer Huismans
mogelijk possible	mevrouw Krijns
het moment(je) moment	Limburg
momentje just a moment	de Randstad
nam/namen (nemen) took	rooie Ron
het noorden north	snelle Sam
om te kijken	Sophie
onbekend unknown	dokter van Steen
openen open	Angela Vanderbruggen
Parijs Paris	de Waal
de patiënt patient	

21 Lesson twenty-one

Now that you've worked through the revision in lesson twenty, you can go on to something new. The topic this time is asking for information, and you'll be dealing with the order of words after expressions like *als* (*when*), *voordat* (*before*) and *omdat* (*because*). The *sj* sound in *meisje* is the pronunciation point for this lesson.

Text one

An old lady who has just got off the train at **Centraal Station** in Amsterdam is asking the way to the underground.

Exercise one

True or false?

Listen to the text and say whether the statements are true or false.

Points to watch

1 Pardon meneer (1) Excuse me (sir)

This is a useful way to attract somebody's attention when you want to ask the direction or the time.

2 een bord met Metro erop. (5) a sign with Metro on it.

Erop means *on it*. Dutch combines the two words and puts the preposition (**op**) at the end.

Culture note

De **strippenkaart** is a ticket valid anywhere in Holland, on the bus, tram and metro. It consists of several strips which are stamped when used; the number of strips needed for each journey depends on the distance travelled. By the way, there are metro networks in both Amsterdam and Rotterdam.

■ Exercise two

Choose the right word and fill in.

There are more words than you need.

● ■ Text two

Toon van de Heuvel has arrived at the station too. He is met by his friend Piet, who lives in Amsterdam, and now they are on their way to the travel agent's. Note the way Toon pronounces *er* as *d'r* in line 1.

● ■ Exercise three

Choose the correct answer. Why don't Toon and Piet turn left?

Listen to text two before answering.

Grammar points

1 Word order after *als*, *voordat* and *omdat*

In texts one and two you came across these parts of sentences (which are known as clauses):

als ik in de stationshal ben

when I am in the station hall

voordat we bij de brug zijn

before we are at the bridge

omdat ze daar de straat opgebroken hebben

because they have broken up the street there

As you can see, the word order differs from the usual one, and also from the English order. The rule is that after words like *omdat*, *voordat*, *als* the verb comes at the end of the clause. This type of clause is called a sub-clause. There are other words which have the same effect, for example *toen* *when*, *indien/als if*, *nadat after*, but they often involve forms of the verb which you have not met yet. You will hear more about them later.

2 Inversion after a sub-clause

You already know that there is inversion after adverbs (see lesson nine), for example:

Morgen komen de kinderen.

Misschien kan ik u helpen.

Inversion also occurs after many sub-clauses:

Als u die trap afgaat, komt u in de stationshal.

Voordat we bij de brug zijn, moeten we linksaf.

On the other hand, there is no inversion if the sub-clause comes after the main clause:

U komt in de stationshal, als u die trap afgaat.

We moeten linksaf, voordat we bij de brug zijn.

■ Exercise four

Make complete sentences.

Join the two sentences using the word in brackets, as in the example. Start with the word or phrase given, and remember that some sentences will need inversion.

● Exercise five

Respond.

It's Wednesday evening at Thea's and she's trying to hurry the children into bed because she has to go out. Their continual stream of "whys", however, is straining her patience. Answer their questions for her, as in the example. Use *omdat* and remember to place the verb at the end.

● ■ Text three

Mr Boersma was on the same train as the old lady. Through no fault of his own, he hasn't much time, so he is trying to get a taxi.

Points to watch

3 op tijd (5) in time

Watch the preposition (*op*) here.

4 mijn trein had vertraging (7) my train was delayed

This is another example of a Dutch expression which uses *hebben* where English uses *be*. (See lesson sixteen, point to watch 1.)

Exercise six

Complete the sentences.

Use the information from text three to complete these sentences, and remember the word order!

Exercise seven

Dictation. Listen and write down.

To check if you can manage word order in long sentences, try to write down the three sentences on the tape.

Exercise eight

Respond.

Boersma was told that it was about thirty kilometres to Zaandam, **een kilometer of dertig**. You have met this type of expression before (see lesson nineteen, for instance: **een jaar of dertig**). Now you can practise the construction yourself.

Thea is helping Ellie to organise a disco evening at the community centre. There are one or two things she wants to know. Respond as in the example.

Pronunciation point

The **sj** sound as in **meisje** is rather like the English **sh** sound in **pushy**. The sound is not always spelt as **sj**, though.

Exercise nine

Listen, repeat and underline.

After you have listened to the sentences and repeated them, underline the **sj** sounds. Note the different ways they are spelt.

Wordlist

aankomen arrive	opgaan go up
afgaan go down	opgebroken (opbreken) broken up
beneden below	de papa (pl. papa's) dad
het bord board, sign	de roltrap escalator
dan gaan we maar let's go then	samen together
de deelnemer participant	de stationshal booking hall
erop on it	de strippenkaart ticket for several journeys
haast hebben be in a hurry	de taxichauffeur (pl. -s) taxi driver
de hal entrance hall	de vertraging delay
hoe lang doet u daarover? how long will it take (you)?	vertraging hebben be delayed
de ingang entrance	vlugger faster
kunt u me ook zeggen could you tell me	waarom why
het loket ticket office	de zaal hall, room
de minuut (pl. minuten) minute	meneer Boersma
naar beneden down(stairs)	Elsje
onderstrepen underline	

22 Lesson twenty-two

Lesson twenty-two shows you how to give personal information and how to ask for it. To do this you need to know how to express dates, so the months and seasons are covered here. The grammar points explain more about differences in the use of the tenses in Dutch and English. Finally, the pronunciation point contrasts the s and z sounds, as in *lees* and *lezen*.

● ■ Text one

Do you remember Boersma, the young man who was in such a hurry at **Centraal Station**? He happened to be on his way to an interview at Zoutendijk's for a job in the sales department. He is more or less certain to get the position, and Marijke is just checking if they have got his personal record right.

Points to watch

- 1 **Te Leeuwarden** (8) This is the official way of saying in **Leeuwarden**. Other examples of official language are **gehuwd zijn** (24) instead of the more usual **getrouwd zijn**, and **werkzaam zijn** (17) instead of **werken**.
- 2 **Hoe lang zat u in dienst?** (12) *How long were you in the army?*
Here again, Dutch uses a form of **zitten** instead of **zijn**.

Culture note

- 1 **Militaire dienst** In the Netherlands, boys are required to do military service. Exemption is granted in some cases, or social work is accepted as a substitute.

● ■ Exercise one

Listen to the text and fill in the form.

Months and dates

The names of the months in Dutch will seem familiar, but watch the pronuncia-

tion and spelling. Here is the complete list. Note that, as with the days of the week, there is no capital letter.

januari	april	juli	october
februari	mei	augustus	november
maart	juni	september	december

Have a look at the way Boersma tells Marijke when he was born. He says:

op vier februari zesenvijftig *on the fourth of February fifty-six*

Dutch uses the numbers **een**, **twee**, etc. and not the ordinals as in English (*first*, *second*, etc.). Note also that Dutch doesn't use *the* and *of*, and that the *19* is often omitted from the year.

■ Exercise two

Fill in the birthday.

Thea is going to put the birthdays of her new friends in Zaandam on her calendar. Look at the example and then do it for her; write the months in full.

● ■ Exercise three

Listen and answer.

Now you will be asked when the friends have their birthdays. Use the birthday calendar from exercise 2 to give the answers; look at the example first.

■ Exercise four

Use the information and fill in.

Look at the notes about these three people and use the information to fill in the blanks. Each item can only be used once.

● ■ Text two

Meanwhile, Bert and Jan are at the presentation of their advertising agent's media campaign for the coming year. The selling slogan this time is "Een

Zoutendijk in weer en wind: "A Zoutendijk for all seasons", perhaps? The agent is describing his sketches.

Culture notes

- 2 **Sinterklaas** Besides Christmas and New Year, Holland celebrates **Sinterklaas** on 5th December (6th December in Belgium). Accompanied by his blackamoor servants, all called **Zwarte Piet**, **Sinterklaas** steams into port a few weeks before the actual day. (The shopkeepers say the earlier the better!) Then children can put their shoes in front of the hearth with some carrots or oats for the horse that carries **Sinterklaas** across all the roofs to bring them presents. On the great day itself, families gather to open the surprises and to read the gentle admonitions that **Sinterklaas** has put into rhyme.

Nice things to eat in the **feestdagen** are: **speculaas** (a spiced biscuit) and **borstplaat** (fudge) at **Sinterklaas**, and **oliebollen** (doughnuts without a hole) and **appelflappen** (apple fritters) at **Nieuwjaar**. There are no traditional dishes for **Kerstmis**, just overeating.

- 3 **De bollen** are, of course, Dutch bulbs. The bulb fields attract thousands of tourists every year. The highlight might be a visit to the spring gardens at **Keukenhof**.

Seasons and festivals

Here are the seasons and the major festivals:

het seizoen	season
de lente	spring
de zomer	summer
de herfst	autumn
de winter	winter
Nieuwjaar	New Year's Day
Pasen	Easter
Sinterklaas	St Nicholas' Eve
Kerstmis	Christmas

Exercise five

Fill in.

Listen to text two again and organise the list of things and dates in your textbook into columns under the different seasons.

Grammar point

1 Tenses

As you already know from lessons sixteen and eighteen, Dutch and English differ in their use of the **perfectum** and **imperfectum**. Text one has several examples:

Wanneer bent u op de middelbare school begonnen?

When did you start at secondary school?

U hebt in mei '74 eindexamen gedaan.

You did your final school exam in May '74.

It also contains two examples of another difference. Can you spot it? Here they are:

Tot nu toe werkt u bij Transport Trucks.

Up to now you have worked at Transport Trucks.

U bent sinds maart dit jaar getrouwd.

You have been married since March this year.

Dutch uses the **praesens** where English uses the present perfect, when the event talked about is still going on or continues up to the present. Some more examples:

Thea woont sinds vorig jaar in Zaandam.

Thea has lived in Zaandam since last year.

Toon kent Piet heel lang.

Toon has known Piet for a long time.

Exercise six

Fill in.

Dr van Steen is taking down some particulars of a new patient. Complete his questions, putting the verb into the right tense.

■ Exercise seven

Ask a question.

Once a week the local radio station invites someone well known in the community to the studio for an interview. This time the guest is Ellie. The answers she gave are in the textbook. What were the interviewer's questions? The underlined part of the sentence tells you which question word to use.

● Exercise eight

Speak and listen.

Now practise asking the questions from exercise 7 aloud. Start at the tone. Ask the question, then listen to the correct question and Ellie's reply.

Grammar point

2 Prepositions

Here is a summary of the prepositions used in expressions with dates and time.

op acht mei	on the eighth of May
op maandag	on Monday
in het weekend	at the weekend
in september	in September
met Kerstmis	at Christmas/on Christmas Day
met Nieuwjaar	on New Year's Day
met Pasen	at Easter
vanaf	since
sinds april	since April
tot en met vrijdag	up to and including Friday

■ Exercise nine

Fill in.

In your textbook is a hand-out from the community centre, giving information about opening times. Complete it; you may have to use the given words more than once.

Pronunciation point

This time you are going to practise the difference between the Dutch s sound as in *lees* and the z as in *lezen* or *Zaandam*. They can be compared to the sounds in English *less* and *lazy*. But be careful: often the z is pronounced as in *Zaandam* only when the word is said separately. Once it is included in a sentence, it can turn into the sound contained in *lees*. This difference is practised in exercise 10, and you will hear more about such changes later in the course.

● ■ Exercise ten

Listen, repeat and write down.

First you hear one or two words with the z sound. Listen and then repeat. After that you hear a sentence which includes these words. Repeat the sentence. Then listen to the whole exercise again and write down the words which still contain the z sound when they are included in the sentence.

Wordlist

de achternaam	surname	eindigen	end, finish
afstuderen	graduate	februari	February
april	April	de feestdag	holiday, festival
de arts (medical)	doctor	geboren	born
augustus	August	gehuwd	married
begrijpen	understand	de Gemeentelijke Financiële	
het blad (pl. bladeren)	leaf	Dienst	Council Financial
de bol (pl. bollen)	bulb	Department	
de bos	bunch	de herfst	autumn
het bos	wood	de herfstkleur	autumn colour
de cadeaumaand	present-giving month	het ijs	ice
daarop	thereupon, then	januari	January
december	December	juli	July
die	who, which, that	juni	June
doen	take (exam)	Kerstmis	Christmas
doorhalen	cross out	de lente	spring
doorhalen wat niet van toepassing		het lentezonnnetje	spring sun
is	delete where not applicable	m = mannelijk	male
het eindexamen (pl. -s)	final exam (school)	de maand	month

maart March
 mei May
 met at
 de middelbare school secondary school
 de (militaire) dienst national service
 de mist fog, mist
 mistig foggy, misty
 Nieuwjaar New Year's Day
 november November
 oktober October
 de opleiding training, further education
 pas om not until
 Pasen Easter
 de reclameman advertising agent
 roken smoke
 het seizoen season
 september September
 sinds since
 Sinterklaas St Nicholas' Eve
 het strand beach
 te in
 de toepassing applicability
 tot en met up to (and including)
 de tulp tulip

v = vrouwelijk female
 de vakantie holiday
 de vakantiemaand holiday month
 verliefd in love
 de voorletter initial
 de voornaam first name
 het weekend weekend
 wegwezen go away, go out
 de werkring post, employment
 werkzaam zijn work
 de wind wind
 de winter winter
 zo ja if so

Anja
 Peter van Dijk
 Eindhoven
 Jeroen
 Klaas
 Leeuwarden
 Loes
 Maarten
 Petra
 Rie
 Karin Steenbergen
 Transport Trucks BV

23 Lesson twenty-three

In this lesson you'll learn how to book a holiday and reserve a hotel room in Dutch. You will also practise using the following words: **moeten**, **mogen**, **willen**, **kunnen** and **niet hoeven**. They are called modal verbs. The pronunciation section contrasts the *oe* and *oo* sounds, as in *goed* and *broodje* for instance.

Text one

Toon and Piet have just arrived at the travel agent's. You'll hear where they are planning to go and whether they are booking their holiday right there and then.

Points to watch

- 1 busreis/treinreis (4) coach trip/rail trip
The girl is talking about package holidays here. You can get to your destination either by coach or by train.
- 2 een busreis van 6 dagen (16) a 6-day coach tour
Note the Dutch construction with *van* here.

Exercise one

Listen and fill in.

Toon and Piet have now booked the holiday suggested by the girl in the travel agency. Look at the booking form Toon has just signed. Listen to the text and fill in as many details as possible.

Pronunciation point

This time you are going to practise the Dutch *oe* and *oo* sounds. The *oe* occurs in *goed*, for instance, and is very similar to the sound in English *good*. The *oo* sound in *broodje* is typically Dutch, so listen very carefully to the words which contain it. You could try the pronunciation exercise in lesson six again – and keep in mind that the sound is not always spelt *oo*.

Exercise two

Listen and write down the words. *oe* or *oo*?

Grammar points

1 Modal verbs

kunnen *can/be able to*
mogen *may/be allowed to*
niet hoeven *not have to/not need to*

willen *want to*
moeten *must/have to*

You've already met most of the singular and plural forms of these verbs. But just to check, fill in the plurals of these and then find them in the text. Mind the spelling!

Ik moet erover nadenken.

We ... erover nadenken.

Ik wil wat informatie.

We ... wat informatie.

Mag ik deze folder meenemen?

... we deze folder meenemen?

Ik kan zaterdag of zondag.

We ... zaterdag of zondag.

The plural of the next one is not in the text, but if we tell you that it is a regular verb, you should be able to work it out for yourself.

Ik hoef niets te vragen.

We ... niets te vragen.

Hij hoeft niets te drinken.

Ze ... niets te drinken.

This is what you should have filled in:

We hoeven niets te vragen.

Ze hoeven niets te drinken.

There are two things to note about these examples. When one of these verbs is followed by an infinitive, the infinitive goes to the end of the sentence. After **niet hoeven**, the infinitive is preceded by **te**.

Summary of the forms

Mogen en **moeten** have just two forms:

ik
je
u
mag/moet

we mogen/moeten
jullie mogen/moeten
u mag/moet
ze mogen/moeten

Notice the change from **a** in **mag** to **o** in **mogen**.

Willen and **kunnen** have the following forms:

ik wil/kan

we willen/kunnen

je wilt/kunt

jullie willen/kunnen

u wilt/kunt

u wilt/kunt

hij wil/kan

ze willen/kunnen

Je wilt and **je kunt** become **wil je** and **kun je** in the question form, as you would expect. **Je/u wil** and **je/u kan** are also very common in conversation, and appear more and more in writing too.

2 Omission of the infinitive

The infinitive **hebben** is often omitted in sentences like these:

Ik wil graag wat informatie.

I'd like (to have) some information.

Mag ik een folder?

May I (have) a brochure?

Gaan is often omitted when the destination is stated:

We willen naar Brugge.

We want (to go) to Bruges.

De kinderen mogen naar huis.

The children may (go) home.

Ellie hoeft vandaag niet naar het
 buurtuis.

*Ellie doesn't have (to go) to the
 community centre today.*

Ze moet morgen naar Amsterdam.

She must (go) to Amsterdam tomorrow.

3 Using the modal verbs

Niet hoeven is often used in reply to **moeten**:

Moet je morgen werken?

*Must you/Do you have to work
 tomorrow?*

Nee, dat hoeft niet.

No, I don't have to/it's not necessary.

moeten/mogen/niet mogen/niet hoeven

Look at some examples of these in use and see how they are translated:

In Nederland moet je rechts rijden.

In Holland you must drive on the right.

Als je een Engels rijbewijs hebt, mag
 je in Nederland rijden.

*If you have an English driving licence,
 you may drive in Holland.*

Je mag niet links rijden en ook niet
 zonder rijbewijs.

*You must/may not drive on the left,
 nor without a driving licence.*

Je hoeft geen Nederlands rijbewijs
 te hebben.

*You don't need to have a Dutch driving
 licence.*

Exercise three

Respond. Yes or no?

In your textbook are some common Dutch signs. Read them, then answer.

● Exercise four

Listen and respond.

Bert is checking the office agenda for the next few days. Marijke tells him that everybody is going to be less busy than he thought. Look at the example in your textbook and respond for her; always use a form of *niet hoeven*.

■ Exercise five

Fill in: must, may or must not.

You have just arrived at a bungalow park and are reading the regulations. Look at the example, then write down what you must do if you want to spend your holidays there, what you may do and what you must not do.

● ■ Text two

Theo is remembering the holiday he had at a bungalow park a few years ago. It doesn't seem to have been a great success. Listen to what happened.

Grammar point

4 Simple past of modal verbs

There is just one form for the singular and one for the plural. Look at these examples:

moeten:	ik moest / we moesten na 10 uur rustig zijn
willen:	je wilde / jullie wilden de hond meenemen
mogen:	hij mocht / ze mochten geen vrienden op bezoek hebben
kunnen:	ze kon / ze konden niet eens naar muziek luisteren
niet hoeven:	ik hoefde / we hoefden niet ver te lopen naar de winkels

Most of these forms are irregular, so you will have to learn them; the following exercises give you some practice.

● ■ Exercise six

Write the story for Theo.

Jaap's holiday has been quite different from what Theo experienced. Listen to text two again to remind yourself of what Theo said, and then change Jaap's story so that it corresponds to Theo's experience.

■ Exercise seven

Simple present or simple past? Fill in.

Mrs Klein has just arrived at the community centre, but unfortunately Ellie is not there. Look at the example, then complete the conversation with appropriate modal verbs.

Wordlist

aan de beurt zijn	have one's turn, be next	de eenpersoonskamer	single room
het aanmeldingsformulier	registration form	de gast	guest, visitor
aanzetten	switch on	geloven	believe
accepteren	accept	gewoon	simply, just
de administratiekosten (pl.)	administration charges	het halfpension	half board
het appartement	apartment	harder	faster
het bad (pl. baden)	bath(room)	helemaal niets	nothing at all
belachelijk	ridiculous	hoefde/hoefden niet (niet hoeven)	did not have to
het bezoek	visit, visitors	de hond	dog
boodschappen doen	go shopping	de inrit	gateway, entrance
Brugge	Bruges	inrit vrijlaten	keep entrance free
het bungalowpark	bungalow park	internationaal	international
de busreis (pl. -reizen)	coach tour, trip	km = kilometer	kilometre
dat hoeft niet	it isn't necessary	kon/konden (kunnen)	could, was/were able to
dat mocht niet	it wasn't allowed	lijken	seem/look suitable
dat was wat	you wouldn't believe it	logeren	stay
de datum (pl. datums, data)	date	logies met ontbijt	bed and breakfast
doorlopen	walk on	mag niet (niet mogen)	may not
doorstrepen	cross out	meebrengen	take, bring (with)
de douche	shower	mocht/mochten (mogen)	was/were allowed to, could

moet dat? is that necessary?
 de muziek music
 nadenken over think about
 niet eens not even
 niet hoeven not need to, not have to
 het ontbijt breakfast
 overstappen change (trains, etc.)
 parkeren park
 het pension boarding-house
 per uur per hour
 de receptie (pl. recepties) reception
 de reisbestemming destination
 de reisduur duration of tour
 de rekening bill
 het rijbewijs driving licence
 s.v.p. please
 de sleutel key

terugbrengen bring back
 terugkomen come back
 toch maar in that case
 toch nog even just
 de toegang admission, access
 het totaalbedrag (pl. -bedragen) total amount
 de treinreis (pl. -reizen) train journey, rail trip
 de tweepersoonskamer double room
 vertrekken leave, start, set out
 het volpension full board
 vrijlaten keep free
 de wc lavatory
 zodat so that
 mevrouw Klein
 Theo

24 Lesson twenty-four

This lesson starts with the weather forecast. You'll practise some useful expressions like *net zo warm als*, *just as warm as*, and *niet zo warm als*, *not as warm as*. The lesson also deals with object pronouns like *hem* (*him*) and *haar* (*her*), and in the pronunciation exercise you'll learn to pronounce these within a sentence.

Text one

Toon and Piet are sitting glued to the radio to catch next week's weather forecast. As they are leaving for Bruges on Sunday, they are particularly interested in the forecast for Belgium.

Culture note

De wadden are the islands in the shallow waters off the Dutch north coast. The salt flats revealed at low tide attract hikers to wade through the mud to the neighbouring islands. This is not something to be attempted without a good guide, as the tide is treacherous.

Exercise one

Listen and fill in.

Listen to text one and put the expressions from the list against the correct countries. You will be able to use some of them more than once.

Grammar point

- 1 **niet zo . . . als, net zo . . . als, even . . . als**
 Talking about the weather, Toon said to Piet:
Het is niet zo warm als vorige week.
It is not as warm as last week.
 but Piet disagreed:
Jawel hoor, het is net zo warm als vorige week.
Why, it is (just) as warm as last week.

He could also have replied:

Het is even warm als vorige week.

When they were in Amsterdam recently, they were looking for a restaurant, preferably a cheap one. At last Piet seemed to have found something:

Dit restaurant is niet zo duur als dat.

This restaurant is not as expensive as that one.

but Toon complained:

Maar dit restaurant is net zo duur als dat.

But this restaurant is (just) as expensive as that one.

He could also have said:

Dit restaurant is even duur als dat. or Die restaurants zijn even duur.

The restaurants are equally expensive.

To sum up:

If the things or people compared are the same, use **net zo . . . als** or **even . . . (als)**. If they are different, use **niet zo . . . als**.

● ■ Exercise two

Read, listen and speak.

Here is some practice in making comparisons. Look in your textbook at the European temperature-chart for June 1st. Use the place-names from the chart and respond as in the examples, comparing the two temperatures you hear on the tape.

■ Exercise three

Read and write down the answer.

More comparisons: using the information given at the beginning of the exercise, answer as in the example. If your answer begins with **Ja**, use the same form as is used in the question.

● ■ Text two

It may be sunny everywhere else, but at Zoutendijk's there is a storm brewing. Mrs Zoutendijk gets a phone call.

Point to watch

Nietwaar (6) is used where English has a question tagged on to the end of the sentence, e.g.

Uw man is toch in België geweest, nietwaar?

Your husband has been in Belgium, hasn't he?

● ■ Exercise four

True or false?

● ■ Exercise five

Listen and fill in.

Mrs Zoutendijk decides to confront Bert. Will he be able to talk himself out of this one? Listen to their phone conversation and fill in the missing words.

Grammar point

2 Object pronouns

Text two contains several examples of pronouns, both as the subject of the sentence and as the object\$, e.g.

Zij keek **hem** voortdurend aan. *She kept on looking at him.*

Zij is a subject pronoun; **hem** is an object pronoun.

You met the subject pronouns in lessons two and three. Now here are all the pronouns, but mixed up. Complete the table of pairs of subject and object pronouns by adding the words from the list — you'll write your own grammar note in doing so! Read the text again for help, and when you've finished, check your version against the grammar appendix at the back of this book.

hij, jullie, ze, het, me, u, het, haar, we, je, wij

subject

object

ik	I	.../mij	me
je/jij	you	.../jou	you
u	you	...	you
...	he	hem	him
ze/zij	she	...	her
...	it	...	it
.../...	we	ons	us
jullie	you	...	you
u	you	u	you
ze/zij	they	...	them

Mij (me) and **jou (you)** are the forms used for emphasis. Instead of **ze**, you may also come across **hun** and **hen** for **them**. Compare this list with the possessive pronouns you learnt in lesson fourteen.

● Exercise six

Answer.

Ellie is checking that her assistant has taken care of everything. Listen to the examples and answer her questions in the same way, using either **morgen** or **gisteren** and an appropriate pronoun.

■ Exercise seven

Choose a word and fill in.

Complete Ellie's letter to her friends in Groningen, thanking them for a birthday present; fill in the pronouns.

Pronunciation point

You have already met some swallowed sounds in previous lessons: **m'n** for **mijn**, **'n** for **een** and the disappearing final **n** in **van Haren**. Some object pronouns, too,

are pronounced differently according to whether they are emphasised or not. When unemphasised, they are very short and contain that "uh" sound. Remember that **haar** can be reduced to either **'r** or **d'r**.

● Exercise eight

Listen, repeat and write down.

You are going to hear four sentences. Repeat them; then write down the unemphasised object pronouns.

■ Exercise nine

Choose the right expression and fill in.

Can you remember the new expressions you have met? This exercise will help you find out. Complete the conversation between Toon and Ellie; there are more words than you will need.

Wordlist

aankijken	look at	makes ... think that?	
aanvankelijk	at first, initially	horen	hear
aardig	nice	huilen	cry
Athene	Athens	in de steek laten	let down, abandon
Berlijn	Berlin	de inwoner	inhabitant
bespreken	book	jawel (hoor)	oh yes
bewolkt	cloudy	de kans	chance
binnenkort	before long	kans op	chance of
dat kan altijd	that's always possible	Keulen	Cologne
droog	dry	Kopenhagen	Copenhagen
Duitsland	Germany	lager	lower
enig	some, any	Londen	London
even ... als	(just) as ... as	de middagtemperatuur	noon temperature
Frankrijk	France	de neerslag	rain(fall)
Gent	Ghent	net zo ... als	(just) as ... as
de graad	degree	niet meer	not any more
de groetjes (pl.)	regards	niet zo ... als	not as ... as
haar	her	nietwaar	hasn't he? isn't it? etc.
hoe komt ... erbij?	whatever		

Noorwegen Norway	de weersverwachting weather fore-
ons us	cast
het onweer thunderstorm	welnee no (of course not)
de onzin nonsense	Wenen Vienna
het oog eye	zonnig sunny
de opklaringen bright intervals	zullen we maar zeggen let's just
het plezier pleasure	say
raar strange, odd	Zweden Sweden
de regen rain	Zwitserland Switzerland
de steek → in de steek laten	
tegen to	Arnhem
toevallig by chance, as it happens	Barcelona
uitzijn go out	Birmingham
het vakantieweerbericht holiday	Diny
weather report	Helsinki
voortdurend continually,	Madrid
constantly	Rome
de vrouwenstem female voice	Trees
de wadden (pl.) the Wadden Shallows	Joke Zoutendijk
wat which, that	

25 Lesson twenty-five

It's time for some revision again, so there's no new grammar or pronunciation in this lesson. You'll be going over the things you've practised in the last four lessons, so you might like to read through the grammar points for these lessons once again.

Summary: lessons 21 to 24

- Lesson 21 asking for information
word order after **als**, **voordat** and **omdat**
the **sj** sound (**meisje**)
- Lesson 22 asking for and giving personal information
praesens and **perfectum**: differences from English usage
dates, months, seasons
the **s** and **z** sounds (**lees** and **lezen**)
- Lesson 23 booking a holiday, reserving a hotel room
praesens and **imperfectum** of modal verbs
contrast between **oe** and **oo** (**goed** and **broodje**)
- Lesson 24 the weather
object pronouns (**hem**, **haar** etc.)
comparison: **niet zo . . . als**, **even . . . als**, **net zo . . . als**
swallowed sounds (object pronouns)

● ■ Exercise one

Listen. True or false?

Wim is on holiday somewhere in Holland, and what do you think he is talking about? Listen to find out, and write down whether the given statement is true or false.

● ■ Exercise two

Listen and choose the correct pictures.

Listen to this conversation between the hotel receptionist and somebody who wants to book a room. Look at the pictures and choose the appropriate ones.

● Exercise three

Dictation. Listen, repeat and write the sentences down.

This is a pronunciation exercise revising the sj, oe and oo sounds.

■ Exercise four

Make whole sentences.

This exercise gives you some more practice in forming sentences with main clauses and sub-clauses (see lesson twenty-one, grammar points 1 and 2).

Remember that the word order is not the same in Dutch as in English.

■ Exercise five

Choose the right word and fill in.

This is to see if you remember the difference between **moeten** and **mogen**, etc. A policeman patrolling the streets round the Vondelplein seems to be rather busy, answering inquiries and checking up on people. Choose the most appropriate verb to fill each space and complete the conversations. Remember that the form of the verb may have to change.

■ Exercise six

Fill in: the imperfectum.

Do you remember Boersma, the young man who was in such a hurry to get to Zaandam for an interview at Zoutendijk's? Now he is on the phone to his wife in Eindhoven to tell her how he got on. Replace the infinitives in brackets with **imperfectum** (simple past) forms.

● Exercise seven

Respond.

You are talking to a colleague who wants to know where various people have been. Respond as in the example. This is a pronoun exercise.

■ Exercise eight

It is July. In which month did these things take place? Fill in.

Thea and Gerard are chatting to some neighbours, a young couple who have just had a baby. Look at what they say and complete the sentences, putting in the months when the events took place. Watch the spelling!

● Exercise nine

Listen and repeat.

In this exercise you are going to revise some swallowed sounds.

■ Exercise ten

Fill in one of the words.

Hans has passed his exams and is giving a party to celebrate. Complete the invitation. One of the words can be used more than once.

● ■ Exercise eleven

Read, listen and answer.

You are O.P. Sijsma and you have agreed to answer some questions in a market research survey for Zoutendijk's advertising agency. Read the information in your textbook. Then listen to each question and respond with a complete sentence. The correct answer is on the tape.

Wordlist

daarom therefore
doorgaan go on
het feest(je) party
het gesprek conversation, talk
zich haasten hurry
de nacht night
de parkeerplaats car park
rustiger quieter

het sollicitatiegesprek interview
Spanje Spain
verboden forbidden, not allowed
vertelde (vertellen) told

O.P. Sijsma
Truus

Test two

To close level two, here is a test concentrating on what you've learnt in this level. It consists of four parts: pronunciation and comprehension, grammar, useful phrases, culture. As usual, the handbook contains the instructions. For part three and part four, the assignments are also in the handbook, but you will find the answers in the key in the textbook. Like the first test, you should be able to complete this within an hour. Do the whole test at one sitting. You can add up the points you get to find out your final score.

Wordlist

de afdeling department

als such as

PART ONE

Text one

Els Willemsen, a nurse at the General Hospital, is talking to a patient who has just had a baby.

● Exercise one

Listen to text one and write down. s or z?

Write down the words in the text which are spelt with a z in two columns according to the sound — s or z.

● ■ Exercise two

Choose the right sentences.

Listen to text one again and choose the right alternatives.

● ■ Exercise three

Listen and fill in.

Write down the words missing from the first part of text one in the textbook.

Test two

● Exercise four

Listen to the sounds. Which one is different?

Three groups of three words are recorded. Concentrate on the sound at the beginning of each word. Which one is the odd one out in each group?

Text two

Els is talking to her friend Agnes on the phone.

● ■ Exercise five

Listen to text two and answer.

You don't have to write complete sentences.

■ Exercise six

Look at the diagram and fill in.

Els is explaining to a patient where the reception is. Can you complete her instructions?

PART TWO

■ Exercise seven

Make complete sentences. Use the imperfectum.

Make sentences as in the example, starting with the given words. The sentences will form Els's account of what happened yesterday morning.

■ Exercise eight

Make complete sentences. Use the perfectum, al and words like hem, haar, etc.

Els is talking to one of the other nurses. Write down her colleague's answers as in the example.

■ Exercise nine

Look at the patients' data and fill in.

Complete the sentences as in the example. Often there are two possible solutions; you only need to give one of them.

■ Exercise ten

Make complete sentences.

Use the word in brackets to join the sentences and start with the given word.

■ Exercise eleven

Fill in.

Look at Els's family tree and write down how the various people are related.

■ Exercise twelve

Fill in: moeten, willen, kunnen, niet hoeven

This is a continuation of the phone conversation between Els and Agnes. Complete what Agnes is saying, using modal verbs in the simple present (praesens) or simple past (imperfectum).

■ Exercise thirteen

Choose the right word or letter.

PART THREE

■ Exercise fourteen

What would you say in Dutch in the following situations? Use *je* where appropriate.

- 1 You have dropped in to congratulate Els on her birthday. What do you say?
- 2 Ask her how long she has lived in Amsterdam.
- 3 You work at Transport Trucks. Tell Els you've worked there since August '78.
- 4 She mentions a man you think you know. Ask what he looks like.
- 5 Ask if he is just as old as you.
- 6 A colleague of yours has been invited to the party too. Tell Els that he will be coming later.
- 7 You have missed the last train home, so you want a hotel. There is one nearby. Els tells you to take the first street on the right and then the second on the left. She says: *Neem . . .*
- 8 At the hotel you want to know if they have a single room with a shower.
- 9 You want bed and breakfast. *Ik . . .*
- 10 The receptionist says that your room is on the first floor.

PART FOUR

■ Exercise fifteen

True or false?

- 1 **Het Ziekenfonds** is a special fund for research into Dutch Elm Disease.
- 2 Most Dutch boys do a spell in the army on leaving school.
- 3 **De Wadden** are a famous Dutch pop group.
- 4 Both Amsterdam and Rotterdam have a **metro**.
- 5 Tourists come to Holland in spring to see the **oliebollen**.
- 6 **Een strippenkaart** is a season ticket for certain louche nightclubs in Amsterdam.
- 7 Dutch people get presents on 5th December.

When you have finished the test, add up your points with the help of the key. Take off one point per mistake. If you scored less than 50 of the total of 100 points, it may be a good idea to have another look at level two. If your total for part one is under 13, revise the pronunciation points and texts. In part two you should score at least 24 points. If you haven't, read through the grammar points again. If you scored under 10 for part three, go back to the summaries in lessons twenty and twenty-five and look up the lessons you need to revise. If you scored under 4 in part four, re-read the culture notes.

26 Lesson twenty-six

Having done test two – very well, no doubt, so **hartelijk gefeliciteerd!** – you are ready to start level three. Don't forget to apply all the rules you learnt in the first two levels. There will be no more reminders about spelling and the use of tenses, for instance. The Dutch instructions in your textbook should be familiar by now, so they are no longer translated.

This lesson deals with the verbs Dutch uses where English would use *to be* or *to put*. You've come across some of these in sentences like **Mijn man zit op de fabriek van Zoutendijk**. The pronunciation exercise singles out some foreign words which are used frequently in Dutch but aren't necessarily covered by the pronunciation rules you have learnt.

● Text one

Toon is going to Amsterdam by train to join the coach party for Bruges. Listen first.

● ■ Exercise one

Use the information from text one to complete the sentences.

● ■ Text two

Getting settled on a coach, with all the luggage stowed away safely, is a nerve-racking business, especially for someone like Toon who is never satisfied. Fortunately, Piet is a patient chap and not easily put out.

● ■ Exercise two

Grammar point

1 zitten/liggen/staan

Toon is still not quite sure where everything is, so he asks Piet: **Waar is mijn vest?**

Piet replies: **Het zit in je tas.**

Toon: **Waar is jouw tas?**

Piet: **Die staat naast mijn stoel.**

Toon: **Waar is mijn krant?**

Piet: **Die ligt onder je stoel.**

English would have *is* in all these sentences. Instead of **zijn**, Dutch often uses a form of **zitten/liggen/staan** to indicate the position of things: **zitten** is used when things are placed in something; **staan** if they are standing somewhere; **liggen** if they are lying somewhere.

■ Exercise three

The coach has made its usual refreshment stop on the way to Bruges; Toon and Piet are having a cup of coffee.

Grammar point

2 zetten/leggen/doen

It takes the two gentlemen some time to get settled on the coach again. These things take place first:

Toon doet zijn vest in zijn tas.

Piet zet zijn tas naast zijn stoel.

Piet legt de tas van Toon in het bagagerek.

Zet, legt and **doet** are all translated by *put*. Here again, Dutch tends to be more precise than English and tells you exactly what people do with the objects concerned.

These words are often paired with the ones in grammar point 1:

Toon doet zijn vest in zijn tas. Het vest zit dus in de tas.

Piet zet de tas naast zijn stoel. De tas staat dus naast zijn stoel.

Piet legt de tas van Toon in het bagagerek. De tas ligt dus in het bagagerek.

● Exercise four

Note that **doen** is used here not only in the sense of *put* (grammar note 2); in the questions it has the meaning *do*.

● ■ Text three

Toon and Piet have booked in at their hotel and unpacked their bags. Piet is waiting for Toon so that they can go and do some sightseeing, but there appears to be a hitch.

● ■ Exercise five

The answers given to the questions in the textbook are incorrect. Give the correct information.

Grammar point

3 The **imperfectum** of some of the verbs that you have been practising is to be found in the text. Can you find the words?

Leggen and **zetten** are regular verbs and you have used **doen** before; here are the **imperfectum** and the past participle of the other irregular verbs.

zitten	zat	gezetten
liggen	lag	gelegen
staan	stond	gestaan

■ Exercise six

Toon and Piet have gone to the hotel room to look for the wallet. Complete their conversation.

● Exercise seven

It's early in the morning at the Zoutendijks' and Bert is trying to get off to work. Typically, he cannot find a thing and needs Joke to tell him where everything is. Use forms of **zitten**, **liggen**, **staan** to give her answers.

Pronunciation point

Some of the foreign words that have been incorporated into the Dutch language have kept something of their original pronunciation. You've already come across **garage**, for instance, where the second **g** sounds quite different from the first. The following exercise gives some more examples. Listen carefully!

● ■ Exercise eight

In each pair of words you'll find the same letter or group of letters pronounced in two different ways. One word is of foreign origin. Underline the letters which change their pronunciation. When you speak, imitate the voice on tape carefully.

Wordlist

achterin at the back	de oude = oude jenever "old" Dutch gin
het bagagerek luggage-rack	de plaats place, room, seat
daarboven up there; above it	de portefeuille (pl. -s) wallet
dacht/dachten (denken) thought	het raam window
deed/deden (doen) did; put	het retour (pl. retours) return
de enkele reis single (journey)	de sigaret cigarette
erbij with it/them, next to it/ them	de spullen (pl.) things
erin in it	stelen steal
erover over it	de stoel chair
ervoor in front of it	uitdoen take off
de fles (pl. flessen) bottle	uitkijken look out
het geld money	vast surely, certainly
gelegd (leggen) laid, put	het vest cardigan
gestolen (stelen) stolen	warm warm
hartelijk gefeliciteerd hearty congratulations	wat is het warm hier! isn't it warm here!
is gestolen has been stolen	de zak pocket, bag
de kast cupboard	zat/zaten (zitten) sat, were
legde/legden (leggen) laid, put	zette/zetten (zetten) set, put
leggen lay, put	(imperfectum)
	de zonnebril (s.) sunglasses

27 Lesson twenty-seven

In this lesson you're going to find out about combinations with **er**, like **erop** (*on it*), **erin** (*in it*) and so on. You'll learn the Dutch names for a number of nationalities and how to complain about something. The pronunciation note comments on the **ë** in **Italië**.

Text one

Toon has been to the **Dienst voor Toerisme**, the tourist information office, in Bruges. He is now reading one of the brochures he was given. First just listen.

Exercise one

Text one

Now study the text in detail.

Points to watch

- musea (5) museums**
This is an irregular plural form. The singular, as you know, is **het museum**.
- Tot weerziens (11) Good-bye**
This expression is used more frequently in Belgium than in the Netherlands. A Dutch person would probably use **tot ziens**.

Culture notes

- Brugge** Bruges is one of the most beautiful towns in Belgium and attracts many tourists from all over the world every year. In the Middle Ages it was the commercial centre of Flanders, and its rich past is reflected in its many historical buildings, museums and churches.
- de Dienst voor Toerisme (the Tourist Information Office)** As the scene is Belgium now, you are bound to hear expressions which are Belgian rather

than Dutch (cf. **tot weerziens**). This is an example. In the Netherlands you would, of course, go to **de VVV (Vereniging voor Vreemdelingenverkeer)**.

Nationalities

Bert woont in Nederland.

Hij is Nederlander.

Joke woont in Nederland.

Ze is Nederlandse.

Bert lives in the Netherlands.

He is Dutch. (lit. He is Dutchman.)

Joke lives in the Netherlands.

She is Dutch. (lit. She is Dutch woman.)

In Dutch there are different words for the male and female inhabitants of a country. Note that you do not need an indefinite article (**een**) before these nouns of nationality, and that they are written with a capital letter. (You may, however, hear **Ze/Het is een Duitse** etc. in everyday conversation.) Now look at the following:

country	male form	female form
Amerika/Verenigde Staten	Amerikaan	Amerikaanse
België	Belg	Belgische
Duitsland	Duitser	Duitse
Engeland	Engelsman	Engelse
Frankrijk	Fransman	Française
Italië	Italiaan	Italiaanse
Japan	Japanner	Japanse
Rusland/Sovjet-Unie	Rus	Russische, Russian
Spanje	Spanjaard	Spaanse
Zweden	Zweed	Zweedse

Exercise two

In this exercise you are going to practise the names of several countries plus the respective nationalities. Be careful: some of the first names used refer to men, others to women.

Pronunciation point

Try to write down the Dutch equivalents of these words: *Belgium, eighty-three, copies.*

Did you come up with **België, drieëntachtig, kopieën**? The two dots in these words are put on the last of two or more vowels to indicate that the vowels in question are not pronounced as one, but separately. You say **Belgi-e, drie-entachtig, kopie-en**.

● Exercise three

Listen to the sentences and repeat them. Then write them down, including dots where necessary.

● ■ Text two

A woman has just arrived at the hotel where Piet and Toon are staying. Try to find out what she is complaining about.

Point to watch

- 3 Test two contains another Belgian expression:
alles is volzet (3) the hotel is full

● ■ Exercise four

● ■ Text three

Toon and Piet are trying to see as much of Bruges as possible; today they are going on a boat trip along the canals. Toon is not too happy about getting into the small boat, though.

● ■ Exercise five

Grammar point

1 Er and preposition

At the start of the boat trip, Toon exclaimed: **Ho, ik val eruit. Ho, I'm falling out (of it).** You can use **er (it/them)** to refer to something which has already been mentioned. Here, Toon has already said **Wat een klein bootje!** and **er** refers to the **bootje**.

Er can be combined with a number of prepositions, such as:

eraan about, of it/them	erop on it/them
erbij next to it/them	erover over it/them
erin in it/them	eruit out of it/them
ermee with it/them	ervan of it/them
ernaar to it/them	ervandaan (away) from it/them
ernaartoe to, towards it/them	ervoor before, for it/them
ernaast next to it/them	

Note that **er** plus **met** becomes **ermee**.

● Exercise six

Look at the example and listen to it. Then answer the questions, always starting with **ja**. Take care to use the correct pronouns.

Grammar point

2 Er and preposition: usage

Look at this example from the text:

Toon: **Durf je wel met een camera bij al dat water? Verlies hem niet.**

Piet: **Nee, ... ik let er goed op!**

Later, Piet asks Toon: **Luister je weleens naar de Belgische radio?**

And Toon says: **Ja, ik luister er vaak naar.**

Generally, **erop**, **ernaar**, etc. are written as one word. But in these examples you have seen how when an adverb is added (**goed** and **vaak** are adverbs) it is placed between **er** and the preposition.

Ik let erop.	becomes	Ik let er goed op.
Ik luister ernaar.	becomes	Ik luister er vaak naar.

Other types of word can also be placed in between: see exercise seven.

■ Exercise seven

● Exercise eight

Marijke is at the office. She is asking one of the other secretaries where to put things. Look at and listen to the example. Then answer the other questions for her in the same way. Don't forget to use *maar*.

Wordlist

de achterkant back
 Amerika America
 de Amerikaan, Amerikaanse
 American (man, woman)
 de balie reception
 de Belg, Belgische Belgian (man,
 woman)
 besproken (bespreken) booked
 bij elkaar horen belong together
 de bioscoop cinema
 het bootje boat
 de camera camera
 het concert concert
 dat gaat best it's quite all right
 de Dienst voor Toerisme Tourist
 Information Office (lit.
 Service)
 het diner dinner
 de Duitser, Duitse German (man,
 woman)
 durven dare
 Engeland England
 de Engelsman, Engelse Englishman,
 Englishwoman
 eraan about, of it/them
 ermee with it
 ernaar to it
 ernaartoe to, towards it
 ernaast next to it
 eruit out of it
 ervan of, from it

ervandaan (away) from it
 de film (pl. films) film
 het fototoestel camera
 de Fransman, Française Frenchman,
 Frenchwoman
 ho stop
 horen → bij elkaar horen
 de Italiaan, Italiaanse Italian (man,
 woman)
 Italië Italy
 Japan Japan
 de Japanner, Japanse Japanese
 (man, woman)
 de kerk church
 kom nou come on
 letten op pay attention to, look
 after
 de map file
 navragen check, enquire about
 de Nederlander, Nederlandse Dutch-
 man, Dutchwoman
 of... of... whether... or...
 het park park
 de Rus, Russische/Russin Russian
 (man, woman)
 Rusland Russia
 de schouwburg theatre
 de Sovjet-Unie Soviet Union
 de Spanjaard, Spaanse Spaniard
 (man, woman)
 stil still, quiet

het toneel stage, theatre	de Zweed, Zweedse Swede (man, woman)
tot weerziens good-bye	
uitgaan go out	
het uitzicht view	Charlotte
de Verenigde Staten United States	Claudia
verliezen lose	Ernesto
volzet full	John
de voorkant front	Lars
waard dear	Martin
het water water	Pierre
weleens sometimes	Tiel
zorgen voor take care of	

28 Lesson twenty-eight

If you do all the exercises in this book and learn all the words, you will be able to speak Dutch very well . . . but we can only suppose and hope you are doing so. When something is uncertain, like this, Dutch uses **als** (*if*). In this lesson you will also learn some phrases that will be useful when you take the car to the garage. There are more examples of expressions with prepositions, this time combinations with **daar** and **waar**. The pronunciation exercise contrasts the sounds **ooi** as in **mooi** and **oei** as in **moeilijk**.

● ■ Exercise one

Listen to the snatches of conversation overheard at a garage. See if you can match what you hear with the correct picture. Refer to the wordlist if necessary.

● ■ Text

Bert is talking to the chief mechanic at the garage. He has just brought the car in to have it serviced. Later on he returns to collect the car.

Point to watch

Dat is die Mercedes daar, nietwaar? (3) *That's that Mercedes there, isn't it?*

Nietwaar is used where English would have *isn't it?*, *don't they?*, etc.

More examples:

We hebben over de rekening gepraat, nietwaar?

We talked about the bill, didn't we?

De auto gaat u toch verkopen, nietwaar?

You are going to sell the car anyway, aren't you?

Do you remember what else the speaker could have used here instead of **nietwaar**? If not, take another look at the points to watch for lesson five.

Culture note

Note the names for the different grades of petrol in Holland: **super** is *four star* and **normaal** *three star*. Many filling stations, certainly along the motorways, are self-service. You will notice on the Dutch roads that young people don't go for a two-seater sports car, but prefer models like the **lelijk eendje**, the *ugly duckling* or small Citroën. This may be because they are **goedkoper**, but possibly also because they are **gezelliger** — you can take your friends along.

● ■ Exercise two

At the garage

Now you are at the garage. Write down what you would say in the following situations. The answers are in the handbook at the end of this lesson.

- 1 Ask for thirty litres of four star.
- 2 Ask the attendant to look at the tyres. (**kunt u . . .**)
- 3 Say that the left front headlight is not working.
- 4 Ask the attendant to clean your windscreen. (**wilt u . . .**)
- 5 Ask if you need any oil.

Grammar point

- 1 **Als** has two meanings: *if* and *when*. You met it as *when* in lesson twenty-one. In the following example, however, it means *if*: the speaker is not sure whether the event will take place or not.
We bellen wel als er grote reparaties zijn.
We'll ring if there are any big repairs.

Note the order of words and compare sentences with **voordat**, etc. in lesson twenty-one. To start the sentence with **als** is also correct:

Als er grote reparaties zijn, bellen we even.

Note the comma between the two clauses.

Is there any difference between Dutch and English in the use of tenses in the example above? Exactly! English has a future (*we'll ring*) where Dutch has a present tense (**we bellen**).

■ Exercise three

Begin each sentence with **als**, and watch the order of words.

● ■ Exercise four

Thea has an afternoon to herself, but she is not quite sure what to do with it, which is why all her phrases start with **als** . . . Look at the phrases first, then listen and speak for Thea.

Grammar point

- 2 In lesson twenty-seven you learnt how to combine **er** with a preposition, e.g. **Ik let er goed op**.
The conversation between Bert and the garage mechanic contains similar expressions, not with **er** this time, but with **waar** and **daar**. Can you find them in the text?

Here they are:

Waar kan ik u mee helpen?

What can I do for you?

Wat is daarmee aan de hand?

What is the matter with it?

Daar heb ik niet op gerekend.

I didn't expect that.

Waarover hebben we dan eigenlijk
gepraat?

Just what did we talk about, then?

Waar and daar can be combined with all the prepositions listed in grammar point 1 in lesson twenty-seven, and they are used in the same way as **er**. Note, however, that although **daar** and **er** are often interchangeable, **daar** is used when special emphasis is needed.

Waar in conjunction with a preposition often means *what*:

Waar praat je over?

What are you talking about?

When it means *where*, it is usually followed by **naartoe**:

Toon gaat naar België.

Waar gaat hij naartoe?

Where is he going (to)?

● Exercise five

● Exercise six

Pronunciation point

The **ooi** which you have met in **mooi**, for instance, and the **oei** in **moeilijk** are two typically Dutch sounds. The spelling looks complicated, but **ooi** simply sounds like **oo** closely followed by **i**, and **oei** sounds like **oe** plus **i**. Some words which contain an **oei** sound are spelt differently, though; do you remember **goedemorgen**, which is often pronounced **goeiemorgen** (points to watch, lesson 4)?

● Exercise seven

This exercise practises what you have just learnt in the pronunciation point. Take care over the spelling.

Wordlist

aan de hand zijn be the matter
de band tyre
de benzine petrol
daarmee with it
daarnaar to it
daarnaartoe to it, there
daarop with that
daarover over it
daarvan of it
doen work, function
Frans French
het gasgeven acceleration
halen fetch, collect
hard nodig badly needed
het lelijk eendje ugly duckling
het licht light, lamp
liever niet rather not

de liter litre
de lucht air
meevallen be better than
expected
de monteur (pl. monteurs) mechanic
nakijken check
de olie oil
rechts voor right front (head-
light)
rekenen op take into account,
expect
remmen brake
het remmen braking
de reparatie (pl. reparaties) repair
schoonmaken clean
steeds meer more and more
de super four star (petrol)

vol doen fill up
 het voorjaar spring
 de voorruit windscreen
 waaraan what about, what of
 waarmee what with
 waarnaar what to

waarnaartoe where to
 waarover what about
 waarvan what of

Mercedes

Answers

At the garage

- 1 Dertig liter super graag.
- 2 Kunt u naar de banden kijken?
- 3 Links voor doet het niet.
- 4 Wilt u de voorruit (even) schoonmaken?
- 5 Heb ik olie nodig?

29 Lesson twenty-nine

Do you remember the advertising campaign that Zoutendijk's were considering? Well, it seems that things are not going as smoothly as Bert and Jan had hoped. Before you find out what the trouble is, however, you will hear some expressions that will be useful on the phone. The grammar point deals with "that" and "if" clauses, in sentences beginning with **Ik weet dat . . .**, **Ik weet niet of . . .**, and so on. In pronunciation, you'll see how the Dutch *k* can be influenced by the sound that follows it (e.g. **ik ben**).

Text one

It's busy on the switchboard at Zoutendijk's this morning, but the operator copes efficiently with all the calls.

Listen to text one a few times and read it. Then write down the Dutch equivalents of these phrases, which you will need to use or understand. The answers are at the end of the lesson.

- 1 Then I have dialled a wrong number.
- 2 Extension 250 gives no answer.
- 3 I'll put you through.
- 4 Will you wait a minute?
- 5 Mr Bekkevoort is engaged.

Culture notes

- 1 **Ik zal mevrouw van Haren even omroepen.** (9) Marijke is really **juffrouw**, of course, but it is probably company policy to refer to all women staff either by their first names or as **mevrouw**.
- 2 **Dialling** When you make a long-distance call in Holland, you will notice that you have to wait for a dial tone between the area code and the subscriber's number. When dialling from a pay-phone, you have to put money in the slot before dialling. You get back any unused coins at the end of the call, so don't forget to collect them when you put the receiver down. A disadvantage of this system is that a wrong number costs you money if connection is made. On the other hand, you avoid the situation of people shouting "hello" at each other to no avail because the money has not been pressed in.

■ Exercise one

Put together the phrases which follow on naturally.

● ■ Text two

Mr Smit of the advertising agency has got through to Jan at last, but his news is not good.

Point to watch

de kosten zijn 7% hoger dan wij berekend hebben. (7)

Note the order of the auxiliary (**hebben**) and the past participle (**berekend**).

There is no particular rule about this and it would be equally correct to say

... **dan wij hebben berekend**.

Another example from the text:

Ik weet niet of u het al van meneer Zoutendijk heeft gehoord.

You could also say:

... **of u het al van meneer Zoutendijk gehoord heeft.**

■ Exercise two

Grammar point

Text two contains one or two examples of **dat** (*that*) and **of** (*if*) clauses. Write them down, and see if you can pinpoint the essential differences between these and similar sentences in English.

These sentences occur in the text:

We geloven dat onze prijsopgave niet meer helemaal juist is.

U weet zelf ook wel dat de kosten steeds meer stijgen.

Ik weet niet of u het al van meneer Zoutendijk heeft gehoord ...

... u denkt toch niet dat we dat kunnen accepteren?

The main difference between Dutch and English in sentences like these is the word order, of course: in Dutch the verbs come at the end of the sub-clause. Another difference is that Dutch always requires **dat**, whereas English often omits *that*, especially in speech:

U denkt toch niet dat we dat kunnen accepteren?

You don't think (that) we can accept that, surely?

● ■ Exercise three

Mevrouw van Dijk, a visitor to the community centre, would like to speak to Ellie. Truus tells her what she knows about Ellie's whereabouts. Join the pairs of sentences together as in the example, using **dat** or **of** as appropriate.

■ Exercise four

Sort the words into the correct order. The result should be a conversation between Trudie and Ans.

Pronunciation point

In the next exercise you are going to hear how **k** can change if it is followed by a **b** or **d**. In the sentence **Ik denk dat Klaas thuis is**, for instance, the **k** in **ik** is pronounced almost like the **g** in English *good*.

● ■ Exercise five

Underline every **k** which turns into a **g** sound.

Wordlist

aannemen suppose

bang zijn be afraid

berekend (berekenen) calculated

gedraaid (draaien) dialled

geen gehoor geven give no answer

gehoord (horen) heard

in gesprek engaged

de kosten (pl.) cost, expenses

neemt u mij niet kwalijk I beg your pardon, excuse me	u kunt beter . . . it would be better if you . . .
niet helemaal not quite	uitkomen suit, be convenient
omroepen page, call (intercom)	uitnodigen invite
de prijsopgave estimate	de uitnodiging invitation
het procent percent	verkeerd wrong
de reclamecampagne advertising campaign	waar kan ik u mee van dienst zijn? what can I do for you?
stijgen rise, increase	zou (zullen) was to, had to
terugbellen call back	
het toestel extension	Reclame 2000 (tweeduizend)

Answers

Text one

- 1 Dan heb ik een verkeerd nummer gedraaid.
- 2 Toestel 250 geeft geen gehoor.
- 3 Ik verbind u door.
- 4 Wilt u even wachten?
- 5 Meneer Bekkevoort is in gesprek.

30 Lesson thirty

It's time to do some revision again. The grammar of the last four lessons will be covered, and telephoning and making complaints come up again, as well as the most recent pronunciation points.

Summary: lessons 26 to 29

- Lesson 26 saying where things are; giving instructions
zitten/liggen/staan, doen/leggen/zetten
pronunciation of foreign words
- Lesson 27 making complaints
nations and nationalities
er with prepositions
ë (België)
- Lesson 28 car terms and phrases
als (if) clauses
daar and waar with prepositions
the **ooi** and **oei** sounds (**mooi, moeilijk**)
- Lesson 29 telephone expressions
ik weet dat . . . , ik weet niet of . . . , etc.
k sounding like **g** (**ik denk**)

● ■ Exercise one

Thea is trying to get through to the furniture department at the store where she bought something this morning.

● ■ Exercise two

Thea has managed to get through this time. Sort out the sentences to make a simplified version of the conversation.

■ Exercise three

Gerard has been to the supermarket for the weekend shopping, but he still needs Thea to tell him where to put things.

■ Exercise four

Gerard checks to see if everything is in the right place.

● Exercise five

Thea cannot find a thing, so she is asking Gerard where everything is. Respond for him as in the example.

● Exercise six

Toon has taken his bike to the repair shop. This is what he says: write it in Dutch.

- 1 My brakes don't work. (use **doen**)
- 2 Yes, I need new tyres.
- 3 My front light is out of order.

Now listen to the bicycle repair man on the tape and respond for Toon, using the sentences you have written.

■ Exercise seven

You may have to change the order of some of the pairs of sentences to put them together. The result will be a series of advertisements, which appear in a local free weekly paper.

■ Exercise eight

Marijke is glancing through the advertisements and talking to you about them. Write down your answers.

● Exercise nine

Now listen to the questions from exercise eight on the tape and respond aloud as in the example.

● Exercise ten

Ask Marijke questions using *waar* and a preposition as in the example.

● ■ Exercise eleven

This pronunciation exercise contains the sounds you practised in the last four lessons:

- 1 *ë* pronounced separately
- 2 *oei* and *ooi*
- 3 *k*
- 4 and 5 foreign sounds.

■ Exercise twelve

Jan is asking the junior office clerk where Marijke and Bert are. Put the pairs of sentences together to form their conversation.

■ Exercise thirteen

It's Wednesday afternoon at the community centre and Ellie is entertaining the children with a quiz. Can you give the answers?

Wordlist

bekend (om) well-known (for)	de rem (pl. remmen) brake
bovenop on top	stromen stream, flow
daaraan about, of it	vaak often
de koelkast refrigerator	verbinden connect, put through
koud cold	verbonden (verbinden) connected
de lamp lamp	het voorlicht front light
liefst dearest	(wel) eens sometimes, now and again
de meubelafdeling furniture department	de wijn wine
noemen name, call	de zon sun
nooit never	
onderin at the bottom	Bach
de plastic zak plastic bag	Beethoven
de portemonnee (pl. -s) purse	Cremers
de quiz quiz	Meulen

31 Lesson thirty-one

This lesson is about reporting things that people have said or asked. You will have to be careful about the word order and the past tenses of irregular verbs. The grammar points also introduce the Dutch past perfect§ (e.g. **hij had gedaan**, *he had done*) and imperatives such as **luister goed!** *listen carefully!* For pronunciation, you are going to practise **w** at the beginning and end of words.

■ Exercise one

Marijke is ringing to make an appointment at the hairdresser's. Match up the sentences to reconstruct the conversation; Marijke speaks first.

● ■ Text

It is very busy at the hairdresser's and Mr Charles is getting flustered trying to keep an eye on everything.

● ■ Exercise two

Points to watch

- 1 **ik heb toch gezegd . . . (1) I did tell you . . .**
Toch is used to give extra emphasis; compare **Ik zei toch** in lines 5-6.
- 2 **föhnen (14) blow-dry**
Note the spelling of **föhnen** with the two dots over the **o**, which show that it is a word of German origin. Listen carefully to the pronunciation.
- 3 **een mevrouw . . . die had gehoord . . . (17) a lady . . . she had heard . . .**
Die refers to **mevrouw**, of course. It is used frequently instead of the personal pronouns **hij** and **ze**, in both the singular and plural. Compare **Die had ook gezegd** in line 21 of the text; English would have *he* here.
- 4 **. . . dat Zoutendijk bij zijn vrouw weg was. (23) . . . that Zoutendijk had left his wife.**
The past participle **gegaan** has been omitted here.

■ Exercise three

Look back at exercise one. The conversation you reconstructed between Marijke and the receptionist is recorded. Play the part of Marijke; start the conversation when you hear the tone.

Grammar point

1 Past perfect

In the text you heard one or two examples of the **plusquamperfectum**, or past perfect tense:

die had gehoord *she had heard*

dat Zoutendijk bij zijn vrouw weg was (gegaan) *that Zoutendijk had left his wife*

The **plusquamperfectum** is often used, when talking about the past, to describe events which had already taken place at a certain point in the past. Like the **perfectum**, this tense is formed with either **hebben** or **zijn** (this time the **imperfectum** of these verbs) plus the past participle. Here are some more examples:

Marijke had een afspraak gemaakt.	<i>Marijke had made an appointment.</i>
Marijke was naar de kapper gegaan.	<i>Marijke had gone to the hairdresser's.</i>
De kinderen waren met hun moeder gekomen.	<i>The children had come with their mother.</i>
De kinderen hadden daar gespeeld.	<i>The children had played there.</i>

■ Exercise four

Marijke describes what had happened at the hairdressers before she arrived.

Grammar point

2 Reported speech§

There are many examples in the text of reported speech: that is, somebody describing what he or another person has said. Here are two examples; what

do you think were the actual words used in the statement and the question reported here?

1 Ik heb toch gezegd dat die mevrouw daar niet zo lang onder de kap mocht.

2 Die mevrouw vroeg of we nooit eerder klachten hadden gehad.

These would have been the original words:

1 "Die mevrouw daar mag niet zo lang onder de kap."

2 "Hebben jullie/Heeft u nooit eerder klachten gehad?"

Here are some more examples:

Ik zei: "Ik heb het druk."

Ik zei dat ik het druk had.

Hij vroeg: "Ben ik erg laat?"

Hij vroeg of hij erg laat was.

Ze vroeg: "Waar ben je gisteren geweest?"

Ze vroeg waar ik gisteren was geweest/geweest was.

Ze zei: "We zitten dinsdag vol."

Ze zei dat ze dinsdag vol zaten.

Ze vroeg: "Heeft u meneer Zoutendijk gezien?"

Ze vroeg of ik meneer Zoutendijk gezien had/had gezien.

As you can see,

- the reported speech is introduced by **dat** (*Ik zei dat I said that*) or **of** (*Hij vroeg of He asked if*), unless there is a question word (*Ze vroeg waar*).
- the verb goes to the end of the clause (compare the grammar point in lesson twenty-nine).
- if the original verb is in the present tense, it will generally change to the **imperfectum**, and if it is already in the past, it will generally change to the **plusquamperfectum**.
- the pronouns will often change too, of course, if you are reporting what somebody else has said.

You will have noticed that the same changes take place in English – except for the word order change.

■ Exercise five

The Zoutendijk house magazine, *The Freewheeler*, often includes an interview with a member of staff; this week it's Marijke's turn. Read the author's questions and Marijke's answers, then complete the article. There are some new irregular verbs, so you'll have to look up their past tenses.

Exercise six

The lady whose hair went green keeps trying to get Mr Charles on the phone, and poor Miss Janny has to deal with her. She is now telling him what the lady asked and what her own replies were; report them for her. The **imperfectum** of **blijven** is **bleef/bleven**.

Grammar point

3 Pas op! Be careful!

Blijf daar af! Don't touch!

These are some examples from the text of the **imperatief** (*imperative*). You use it to tell people to do things, as you have been told in the instructions (**Luister en herhaal**, etc.). This form, which is used to speak to people you would call **je** or **jullie**, has the same form as the **ik** form of the present tense. (For the form used to people you would call **u**, see lesson four, point to watch 6; in fact, the **u** form is only used in very formal situations.)

When an imperative is reported, **moeten** (*must*) is used:

Pas op!

Ik zei dat ze op moest passen.

Blijf daar af!

Ik zei dat ze daar af moesten blijven.

Exercise seven

The form teachers of Thea's two children are very different. Miss Douma always asks the children to do things nicely; Mr Hermans gives orders. Write down what each would say.

Pronunciation point

You have met the **w** in a lot of words, for instance in **welkom** and **winkel**. You know that it usually sounds like English **v**. But had you noticed that the **w** after a **u**, at the end of words like **gebouw**, is silent? This contrast is practised in the next exercise.

Exercise eight

Exercise nine

Mr Hermans is now in the staff room, telling his colleagues what he said to the children that morning. Look back at the phrases in exercise seven and report what he said.

Wordlist

absoluut absolutely	het model (hair-)style, shape
afblijven keep off, leave alone	niet doen don't do that
anders otherwise	paardrijden horse-riding
het artikel article	het plusquamperfectum past perfect
bleef (blijven) stayed	de receptioniste receptionist (female)
boos op angry with	de schoonzus sister-in-law
het buitenland foreign country,	soms sometimes
abroad	spelen play
de buurt neighbourhood, vicinity	de spiegel mirror
de buurvrouw neighbour (female)	het spul stuff
dat is waar ook by the way	ver far
echt really	de vinger finger
föhnen blow-dry	vol full (up)
gegroeid (groeien) grown	wandelen walk
gespeeld (spelen) played	weg away
gut good gracious	wist (weten) knew
hield van (houden van) liked	woonde (wonen) lived
de journalist journalist (male)	zocht (zoeken) looked for
de kap drier	zouden (zullen) should, would
de kapper hairdresser (male)	
de klacht complaint	Charles
knippen cut	juffrouw Douma
laatst the other day	meneer Hermans
laten knippen get cut	Janny
de mode fashion	

32 Lesson thirty-two

In this lesson you'll hear how the characters in the course like to spend their leisure time. You'll learn how to talk about what is going on in the present and there is some revision of the tenses you know. The pronunciation exercise points out how the combinations of letters in **park** and **elf** sound.

● ■ Text one

A reporter from the popular TV programme "**Nederland uit en thuis**" has come to make a documentary about Zaandam. Here he is interviewing passers-by to see how they spend their leisure time.

When you've listened to text one, write down the Dutch for the following:

- 1 I like sewing clothes for the children.
- 2 I love playing tennis.
- 3 I adore horse-riding.
- 4 I think shopping is delightful.
- 5 I'm crazy about plants.

The answers are at the end of the lesson in this book.

● ■ Exercise one

Points to watch

- 1 **paardrijden daar ben ik dol op.** (11) *I adore horse-riding.*
Note the **daar**, which is not translated in English.
- 2 **om te biljarten** (16) *to play billiards*
Ik voetbal ook. (23) *I play football too.*
Notice that Dutch makes verbs out of the names of the sports.
- 3 **ik praat graag** (19) *I like talking*
This is one of the ways of saying you like doing something. You wrote down four other expressions from text one; Marijke's **ik ben dol op . . .** and **dat vind ik enig** are rather more extravagant.
- 4 **hoe langer hoe meer** (25) *more and more*
Another example of this type of construction is **hoe langer hoe vaker**, *more and more often*.

Culture note

- 1 **Vrije tijd** The people you know in Zaandam seem an active lot! But they are fairly typical of the Dutch, who are fond of sport, even if only as spectators. None of them mentioned skating, by the way, although they probably all have skates at home. There is no tradition of school games, so sport is organised in clubs, for adults and children together. If there is one national pastime, it must be watching television, but you will have great difficulty in getting anybody to admit it!

● Exercise two

The interviewer wants to know what you like to do. Answer as in the example, using the words you hear on the tape.

● ■ Text two

● ■ Exercise three

Point to watch

- 5 **iets moois** (1) *something nice*
Note that the adjective ends in **s** in expressions like this. Here are some more examples:
We gaan morgen iets leuks doen.
We are going to do something nice tomorrow.
Ik heb het koud. Ik ga iets warms aandoen.
I am cold. I am going to put on something warm.
You find the same construction with **niets**:
Ik kan in de winkel niets leuks vinden. *I can't find anything nice in the shop.*

Culture note

- 2 een gordijntje voor de huiskamer Ellie must be crocheting curtains for her living-room. Many Dutch have white net curtains hanging at the windows. A surprising number of people never draw the curtains at all.

Grammar point

- 1 Although the *praesens* is often used in Dutch to correspond to the English progressive§ (*I am making, I am going*, etc.) Dutch has got a progressive tense too. There are some examples in text two:

Ik ben hem aan het zoeken. I am looking for him.

Hij is aan het biljarten. He is playing billiards

So *ik ben iets aan het doen* means *I am doing something*.

Note the order of words: object + **aan het** + infinitive.

The Dutch progressive is used to talk about an activity which is in progress at the moment of speaking. Unlike the English equivalent, it is not used to make general statements about the present and future, nor is it used with verbs of motion. The *praesens* is used in these cases:

Jan woont op het ogenblik in Zaandam. Jan is living in Zaandam at the moment.

Hij gaat morgen naar een vergadering. He is going to a meeting tomorrow.

Hij rijdt nu naar het station. He is driving to the station now.

■ Exercise four

● Exercise five

Granny Wiersma is on the phone to Thea and wants to hear what all the members of the family are doing. Give Thea's replies, as in the example. Remember that the object precedes **aan het**.

Grammar point

- 2 This is a summary of the tenses that you have practised so far.

praesens (cf. lesson 12)

used in place of the English

present, future and sometimes

the present perfect

ik doe het

ik doe het morgen

ik doe het sinds 1980

perfectum (cf. lessons 16, 17)

used for past actions and events

ik heb het gedaan

imperfectum (cf. lessons 18, 19)

used to narrate a series of actions and events in the past

ik deed het

plusquamperfectum (cf. lesson 31)

used to report events and actions that had taken place prior to a certain point in the past

ik zei dat ik het had gedaan

progressive (cf. lesson 32)

used for actions going on at the time of speaking

ik ben het aan het doen

● ■ Exercise six

The recording consists of snatches of telephone conversations. Complete the sentences using the information from the tape, and be careful about the tenses.

■ Exercise seven

Pronunciation point

Have you noticed that words like **park** and **elf** often have an "uh" sound between the two final consonants? Although this pronunciation is disapproved of by some people, it is quite common after **r** and **l**, so you should learn to recognise it.

● Exercise eight

Wordlist

aan het . . . doen zijn to be doing . . .	kaarten play cards
althans at least, at any rate, anyhow	koud → ik heb het koud
bij iemand op bezoek zijn to be visiting somebody	leren learn; teach
biljarten play billiards	mezelf myself
breien knit	naaien sew
de bridgeclub bridge club	nog steeds still
bridgen play bridge	o jee! oh dear!
de cursus course	onder het genot van while enjoying
dol zijn op adore, be crazy about	de popmuziek pop music
gaan over be about	proberen try
gek zijn op be crazy about	schilderen paint
het genot enjoyment	soms perhaps
gepensioneerd retired	Spaans Spanish
het gordijntje curtain	tegenkomen meet, come across
haken crochet	tennissen play tennis
de hobby (pl. hobby's) hobby	uit eten zijn be out for a meal
hoe langer hoe . . . more and more . . .	vissen fish
hoe langer hoe meer more and more often	voetballen play football
de huiskamer sitting-room	vroeger earlier, formerly
ik heb het koud I'm cold	winkelen go shopping
joggen jog	zeilen sail

Answers

Text one

- Ik naai graag kleren voor de kinderen./Verder naai ik graag kleren voor de kinderen.
- Ik houd van tennissen.
- Paardrijden daar ben ik dol op./Ik ben dol op paardrijden.
- Winkelen vind ik enig.
- Ik ben gek op planten.

33 Lesson thirty-three

Lesson thirty-three introduces the passive, so you will learn how a sentence like this — **Ellie heeft het verslag geschreven** — can also be expressed like this: **Het verslag is door Ellie geschreven**. You'll learn some phrases that are useful when you haven't understood what has just been said, and you are going to practise the Dutch **r** after sounds like **oo**, **aa** and **eu**. Finally, you'll learn how to form numbers above a hundred.

● Text

A group of VIPs from abroad are being shown round the factory by Bert Zoutendijk; he gives them a slide show of the history of the firm. Listen first.

● ■ Exercise one

■ Text

The text includes several examples of how to say that you have not understood somebody or something. These are very useful phrases, not only for people learning the language but also for people who need more time to think up an answer! Look through the text and write down the Dutch for the following:

- What do you mean?
- What did you say? Can you say that once more?
- That is not quite clear to me.
- What does that mean?

You can find the answers at the end of the lesson.

Point to watch

Wat bedoelt u? (3) *What do you mean?*

Wat betekent dat? (18) *What does that mean?*

Bedoelen is used if you cannot understand people; you use **betekenen** if you do not understand things.

Grammar points

1 The passive

These two sentences appeared in the text:

Onze firma is in 1923 opgericht. *Our firm was founded in 1923.*
 ... hoe de eerste steen door mijn vader wordt gelegd. *... how the first stone is laid by my father.*

Both are examples of the passive (**passief** or **lijdende vorm**). In the active§ (**actief**) they would have been:

Iemand heeft onze firma in 1923 opgericht. *Someone founded our firm in 1923.*
 ... hoe mijn vader de eerste steen legt. *... how my father lays the first stone.*

As you can see, when the active changes into the passive, the object generally becomes the subject, e.g.

Mijn vader legt de eerste steen.

De eerste steen wordt door mijn vader gelegd.

The English *by* (*by my father*) is translated by **door** (**door mijn vader**).

The passive is used when the emphasis lies on the deed rather than on the doer, or when the doer is not mentioned by name. It sounds more formal than the active, and is often avoided in everyday conversation. Bert uses it here because he has got the visitors to impress.

2 Passief praesens

The present tense of the passive (**passief praesens**) is formed with **worden** and the past participle. **Worden** is regular in the **praesens**, e.g.

De eerste steen wordt gelegd. *The first stone is laid.*
De fietsen worden gecontroleerd. *The bicycles are checked.*

Don't forget that the **praesens** can also be used where English uses the progressive, e.g. **Hier ziet u hoe een fiets gecontroleerd wordt.** *Here you see how a bicycle is being checked.*

Exercise two

The community centre is being renovated and Ellie is telling Peter about the changes that are planned.

Exercise three

Change the sentences from the passive into the active when you ask the questions, as in the example.

Grammar point

3 Passief perfectum

The perfectum of the passive is formed with **zijn** and the past participle, e.g.

De kantine is door het personeel ontworpen. *The canteen has been designed by the staff.*

Alle fietsen zijn gecontroleerd. *All the bicycles have been checked.*

By the way, the perfectum can be used where English would have *was/were* (compare lesson sixteen, grammar point 2). Can you find three examples in the text where this is the case?

Here they are:

Onze firma is in 1923 opgericht. *Our firm was founded in 1923.*
Het fabrieksgebouw is een aantal jaren geleden geheel vernieuwd. *The factory building was completely renewed a number of years ago.*
Ze zijn samengevoegd toen ... *They were combined when ...*

Exercise four

Boersma, Zoutendijk's new sales manager, is telling one of his customers all about the firm.

Exercise five

Use the active. If you do not know who the doer is, use **we**. Write your sentences down.

● Exercise six

Now say the sentences from exercise 5 aloud.

Grammar point

4 Active and passive

De fietsen zijn gekomen. *The bicycles have come.*

De fietsen zijn gecontroleerd. *The bicycles have been checked.*

Both these sentences have the same form, but the first is in the active, while the second is in the passive. The confusion arises only when you are dealing with the **perfectum** of verbs of motion which, as you know, take not **hebben** but **zijn**. When in doubt about which form you are dealing with, you can try adding **door iemand** (*by somebody*) to the sentence. If it makes sense, you have a passive sentence.

■ Exercise seven

When you have done this exercise, translate the sentences into English and check with the answers at the end of the lesson to see if you have understood them.

■ Exercise eight

The Zoutendijks' house is being renovated too, and Joke is talking to a friend about the changes that are going to be made. Rewrite the account in the active.

Numbers above a hundred

Bert tells his visitors that the factory makes **twaalfhonderd** (*twelve hundred*) bicycles per day and some **driehonderdvijftigduizend** (*three hundred and fifty thousand*) a year. Here are some more examples of numbers above a hundred,

using figures on the consumption of tea and coffee down at the Zoutendijk canteen:

tweehonderdtweënvijftig kopjes thee per dag

two hundred and fifty-two cups of tea a day

ongeveer veertienhonderdnegentig per week

about one thousand four hundred and ninety a week

meer dan anderhalf miljoen kopjes koffie per jaar

more than a million and a half cups of coffee a year

The numbers are all written together as one word, except **miljoen**. Note that Dutch does not need **en** between **honderd** and the next number and generally uses **honderd** where English can say *thousand* and *hundred*, e.g. **dertienhonderd kopjes** for *one thousand three hundred cups*.

Note, too, **anderhalf** for *one and a half*, e.g.

anderhalve dag

one and a half days

anderhalf pond appels

a pound and a half of apples

● Exercise nine

The results of the national lottery are being announced on the radio. You are hoping to be one of the lucky winners; note down the prizes and the numbers. Use figures, not words.

Pronunciation point

You have already practised words with long vowel sounds like **aa**, **oo**, **eu**, etc. You may have noticed that the sound is slightly different when it is followed by **r**, in **maar** and **deur**, for instance. The following exercise gives you some examples.

● Exercise ten

You are going to hear pairs of words containing the same vowel, but in one word it is followed by **r**. Listen carefully to the difference and try to imitate the sounds. Remember to pronounce the **r** clearly, too.

Wordlist

aanbouwen build on (extension), add	de kolom column
aangekomen (aankomen) arrived	het miljoen million
het actief active	het ontwerp design
de architect architect	ontwerpen design
de bar (pl. bars) bar	ontworpen (ontwerpen) designed
de beer bear	oorspronkelijk originally
betekenen mean	opnieuw again, once more
de bezoeker visitor	oprichten found
de boer farmer	opruimen clear away, tidy up
de boom tree	overgaan op change, switch to
de boor drill	het passief passive
controleren check	de personeelskantine staff canteen
dat wil zeggen that is to say, that means	de pier pier
de deuk dent	produceren produce
de dia slide	de produktiehal (pl. -hallen) production hall
door by	de ruimte (pl. ruimtes) room, space
duidelijk clear	samenvoegen combine
een about, approximately	de steen stone
het fabrieksgebouw factory building	het team (pl. teams) team
geheel complete	de trots pride
het geheel whole, entirety	uitwerken work out, elaborate
het gordijn curtain	veilig safe
de groepsproductie group production	vernieuwen renew, renovate
houden hold, give	wegsturen send off, post
in zijn geheel in its entirety	worden be
inzetten put in	zo'n about, approximately
de kant side	meneer Cheng

Answers

Text

- 1 Wat bedoelt u?
- 2 Wat zegt u?
Kunt u dat nog een keer zeggen?
- 3 Dat is me niet duidelijk.
- 4 Wat betekent dat?

Exercise seven

- 1 This letter has come from Belgium for you.
- 2 It was written on 2nd November.
- 3 The bicycles have arrived safely.
- 4 They have all been sold, too.
- 5 Most of the bicycles have gone to France.

34 Lesson thirty-four

In this lesson you will learn some different ways of starting and ending a letter, depending on whether you are writing to friends or officials. You'll see an example of the official language used by authorities. Grammar continues with sentences in the passive, this time those in which *er*, *there*, is the subject. Here again it is more important that you understand what is being said than that you can use the verb form yourself. In the pronunciation exercise you'll hear how *p* sometimes turns into a *b* sound, depending on the sound that follows it.

● ■ Text one

As you heard in lesson thirty-three, the community centre is undergoing renovation. Ellie is showing Peter what is going on.

Points to watch

- 1 **we schieten lekker op** (2) *we're getting on nicely*
Lekker is used nearly as much as *nice* in English; cf. *een lekker kopje koffie* *a nice cup of coffee* or *lekker weer* *nice weather*.
- 2 **Overmorgen** (6) means *the day after tomorrow*.
Dutch also has **eergisteren** for *the day before yesterday*.
- 3 **de kosten** (13) *the cost*
There is a plural in Dutch and a singular in English.

Culture note

- 1 **Het bestuur** (*the committee*) The community centre is a "foundation" and Ellie is responsible to a committee. There are no state-run institutions as such, so everything from health care to the local youth club is run semi-privately. Funds, however, come mainly from the public authorities.

● ■ Exercise one

Ellie has made a checklist of the things involved in the renovation. Put a cross against the things that still have to be done.

Grammar point

Passive with *er*

Some Dutch passive sentences have *er*, *there*, as the subject. Since this rarely occurs in English, they cannot be translated literally. Here are some examples from the text.

Er zijn hier nieuwe ramen ingezet.

New windows have been put in here.

Er zijn ook andere tafels en stoelen besteld.

New (Other) tables and chairs have been ordered too.

Er disappears when the sentence is put into the active:

Er zijn nieuwe ramen ingezet.

Ze hebben nieuwe ramen ingezet.

■ Exercise two

Ask a question based on each sentence, using the word(s) in brackets as the subject. The questions must be in the active form. Write them down.

● Exercise three

Ask the questions from exercise 2 aloud.

■ Exercise four

■ Text two

Ellie has received a letter from the local authorities in answer to her request for money for the renovation. Perhaps you cannot understand everything the first time. But you are not the only one, as you will find out in text three. Read the text. (It is not recorded.) Then listen to text three as an explanation.

Culture note

2 **B & W (Burgemeester en Wethouders)** The letter is signed on behalf of the **Burgemeester en Wethouders**. Each *gemeente* (*borough*) has a *gemeenteraad* (*borough council*) with a *burgemeester* (*mayor*) and *wethouders* (*aldermen*). The *wethouders* and *raadsleden* (*councillors*) are elected for a period of four years. In most *gemeenten*, *wethouders* have a full-time job. The *burgemeester* is appointed by the queen. It is a career job, in which promotion can be made from small *gemeenten* to bigger ones.

● ■ Text three

Toon takes a look at the letter Ellie has received, but he needs a translation of the official language.

● Exercise five

The questions are about texts 2 and 3. They are recorded; answer them aloud.

● ■ Exercise six

The second group of phrases gives “translations” in ordinary language of the official phrases. Listen to text three again if you need help.

Letters

When writing a letter, you put your name and address at the top on the left and the date on the right, e.g.

Thea Wiersma
Meeholt 83-54
Zaandam

12 oktober 19 ...

There are three ways of starting and finishing a letter depending on whether it is addressed to officials, to acquaintances, or to family and friends. Thea, for instance, has written these three letters: one in reply to an advertisement, one to her children's headmaster and one to her sister. Which is which?

lieve Marie, Zeer geachte heer/mevrouw,

...

...

...

...

groetjes

Hoogachtend,

Thea

Thea Wiersma

Beste meneer Mulder,

...

...

Met vriendelijke groeten,

Thea Wiersma

Lieve Marie is of course the letter to her sister. **Zeer geachte heer/mevrouw** is the official letter. **Beste meneer Mulder** is addressed to the headmaster.

Exercise seven

There are three letters to complete with words and phrases from the list.

Exercise eight

This exercise will help you check whether you have understood and can remember the different auxiliaries used in active and in passive sentences.

Pronunciation point

Do you remember how **k** sometimes sounds like a **g** (lesson 29)? The same type of change occurs with the **p**, which may become a **b** sound if it precedes **d** or **b**: in **op donderdag**, for instance.

Exercise nine

Listen carefully to the **p** and **b** sounds. When you've written the sentences down, underline every **p** which sounds like **b**.

Wordlist

aandoen switch on	met vriendelijke groeten yours sincerely
afgelopen past, last	de muur (pl. muren) wall
afgewezen (afwijzen) refused, rejected	namens dezen on their behalf
de basisschool primary school	nou = nu now
beschikbaar available	opschieten get on
het bestuur committee, management	de oudervergadering parents' meeting
de bezuiniging economy, cut	overmorgen the day after tomorrow
de bezuinigingsmaatregel economy measure	de raadsman (pl. raadsleden) councillor
de bijdrage (in) contribution (to)	reeds already
het bureau (pl. bureaus) desk	regelen settle, arrange
B & W (= Burgemeester en Wethouders) mayor and aldermen	de renovatie renovation
dd. = de dato dated, of	schijnen shine
een tijd geleden some time ago	snappen get, understand
eergisteren the day before	steeds minder less and less
yesterday	tijdens during
de energiebesparing energy saving	de verbouwing reconstruction, renovation
enzovoort etc., and so on	de verbouwingskosten (pl.) cost of renovation
de gemeente borough, borough council	verdorje blast
de gemeenteraad borough council	verven paint
geweldig splendid, magnificent	het verzoek request
gewoon simply	de vloerbedekking carpeting
gezien in view of	wat staat daar? what does it say there?
hierbij herewith	zeer geacht dear (in formal letter)
honoreren honour, pay	
hoogachtend yours faithfully	J. Bongers
het kantoor office	de Hoofdstraat
kom eens come here a minute	Janine
het kruisje cross	A.W. Veldhuizen
leveren supply, deliver, give	
lief dear (in friendly letter)	
meedelen inform	

35 Lesson thirty-five

It's time for some revision again, before you tackle the test that concludes level three. This means that you will meet the things you learnt in lessons thirty-one to thirty-four again.

Summary: lessons 31 to 34

Lesson 31 reporting what people have said
past perfect tense
imperatives
w at the end of words

Lesson 32 talking about hobbies; describing what is going on
progressive tense (aan het ... zijn)
r and l in combinations (park, elf)

Lesson 33 saying you don't understand; asking for explanations
the passive (present and past tenses)
r after long vowels (deur, hoor)

Lesson 34 formal and informal letter-writing
the passive with er
p sounding like b (op donderdag)

■ Exercise one

A rather tearful Joke Zoutendijk is ringing Bert at his office.

● ■ Exercise two

Ellie's brother-in-law Kees is in charge of the children while his wife, Agnes, is out for the evening.

■ Exercise three

Put the sentences into reported speech, using the word between brackets. Remember that the tense will change and sometimes the order of the words.

■ Exercise four

● Exercise five

Now listen to the tape and give Marijke's answers from exercise 4 aloud.

● ■ Exercise six

Thea and Gerard are wondering what to do with their Saturday evening.

● Exercise seven

A guide is taking the group of foreign VIPs, who visited Zoutendijk's, on a tour of Amsterdam. She is telling them some interesting facts and figures. Write the numbers down in figures, not words.

■ Exercise eight

Write down what Thea tells Gerard.

■ Exercise nine

This exercise checks if you know how to express some things in two different ways. Match up the equivalent sentences.

■ Exercise ten

Begin and end these three letters in the appropriate ways.

● Exercise eleven

This is a pronunciation revision exercise.

Wordlist

aanleggen lay out, establish	nog een keer (once) again
afgesproken (afspreken) agreed upon, arranged	de ruzie (pl. ruzies) quarrel, row
afspreken agree upon, arrange	sliepen (slapen) slept
begreep (begrijpen) understood	de slijterij off-licence
bezorgen deliver	veel en veel te much too
de buren (pl.) neighbours	vergaderen have a meeting
doorgaan take place, go ahead	weet je nog? do you remember?
erg bad, awful	
geloofde (geloven) believed	Chaplin
mama mummy	"In vino veritas"
nietes no (it's not true)	het Vondelpark

Test three

This test marks the end of level three. It is divided into four parts, as usual. The procedure is the same as in the two previous tests. Exercises 15 (Part three) and 16 (Part four) are in the handbook. Finish the test within one hour. Good luck!

Wordlist

binnengebracht (binnenbrengen)	de vakantiereis (pl. -reizen) holiday trip
brought in	
overigens besides	de zakenreis (pl. -reizen) business trip

PART ONE

Text

Henk Bosman, who runs a delicatessen store in **het Vondelplein**, is being interviewed by a reporter from the local newspaper.

■ Exercise one

● Exercise two

Listen to the text again.

● Exercise three

■ Exercise four

The pairs of sentences you match up must mean the same thing.

■ Exercise five

The delicatessen is getting ready for the International Week. Henk Bosman is telling the staff where to put things; but what he says won't make sense until you cross out some of the words.

PART TWO

■ Exercise six

Henk is checking everything in readiness for the opening of the International Week.

■ Exercise seven

Here Henk is giving Saskia, his assistant, some instructions.

■ Exercise eight

Henk continues to give Saskia instructions.

■ Exercise nine

The International Week is in full swing and Henk is phoning his wife to tell her how things are going.

■ Exercise ten

These bits of advertising copy appeared in a hand-out that Bosman's have distributed in the neighbourhood.

■ Exercise eleven

Saskia is not feeling too bright this morning, so she doesn't understand what Henk says and keeps asking questions.

■ Exercise twelve

Two people are holding a conversation while out shopping. Give the second person's answers.

■ Exercise thirteen

This is the problem-pair exercise of the test.

PART THREE

■ Exercise fourteen

Match the right letter ending to the right beginning.

Exercise fifteen

Henk Bosman is at the garage waiting for his car, which is being serviced in preparation for his trip abroad. He is listening to the receptionist deal with incoming calls. What would you say if you were the receptionist?

- 1 She tells the caller that he has dialled a wrong number. U ...
- 2 She says she will put the caller through. Ik ...
- 3 She says, "Just a moment, please." Een ...
- 4 She tells the caller that Mr Jansen is engaged. Meneer Jansen ...
- 5 She asks the caller if he has an appointment. Heeft ...
- 6 She tells the caller she will check the date. Ik ...
- 7 She asks the caller what he means. Wat ...
- 8 She says that it is not clear. Dat ...
- 9 She asks him to say it again. Kunt ...
- 10 She asks if the caller will call back. Wilt ...

PART FOUR

Exercise sixteen

- 1 You are a stranger in a Dutch city. Where would you go for information?
- 2 And where would you go for information in a Belgian city?
- 3 Where can you buy **super**?
- 4 **Een lelijk eendje** is a traditional Dutch dish. True or false?
- 5 **B & W** is short for . . .
- 6 Which is correct? When using a pay-phone
 - a) put the money in first, then dial the number.
 - b) dial the number, then put the money in.
- 7 Most things in Holland are state-run. True or false?
- 8 Only married women are referred to as **mevrouw**. True or false?

Now check your answers with those in the textbook key and add up the points to get your total score. Again you take off one point for every mistake, with the exception of exercise 1b), where you lose half a point for every word you missed. Your overall score should be at least 50 out of 100. You should score at least 50% in each section, i.e.

Part one	17	Part two	18
Part three	12	Part four	4

If you scored less in any section, take another look at the relevant parts of level three.

36 Lesson thirty-six

You are about to start level four, which will bring you to the end of the course. You still need to know one or two things to complete your knowledge of basic Dutch, but there will also be plenty of exercises to revise and consolidate what you have already learnt. The introductions to the texts will appear in the Dutch textbook from now on, and will be recorded.

In this lesson you'll learn how to say what you intend to do (*ik ga, ik ben van plan om*, etc.) and how to express wishes, which involves more *als* clauses (compare lesson twenty-eight). You've covered the most important sounds of Dutch now, and level four concentrates on stress and intonation; in this lesson you'll practise the stressed and the unstressed *je*.

At the beginning of cassette 4 side A is the section **De Nederlandse Klanken** (*The Sounds of Dutch*). Lesson thirty-six follows immediately after it.

● Text one

First listen a few times; don't read the text yet.

● ■ Exercise one

● ■ Text one

Now read and study the text. Listen to it again.

Points to watch

- 1 **reël (10) realistic**
Note the position of the dots. They show that the word is pronounced **re-eel**, unlike **ideeën**, which is pronounced **idee-en**.
- 2 **Daar moeten we wel zelf iets aan doen. (11) We must do something about that ourselves.**
Zelf is used here to give extra emphasis. Here are some more examples:
Ik kan het zelf doen. *I can do it myself.*
Bert en Jan gingen zelf kijken. *Bert and Jan went to look themselves.*

3 makkelijk (13) easy

The alternative *gemakkelijk* also exists.

4 Jij hebt makkelijk praten. (12) It's easy for you to talk.

This expression can be used of other people, e.g.

Hij heeft makkelijk praten.

It's easy for him to talk.

Ze hebben makkelijk praten.

It's easy for them to talk.

Grammar point

1 Wishes

Do you remember how, in lesson twenty-eight, the garage mechanic said to Bert Zoutendijk:

We bellen wel, als er grote reparaties zijn. *We'll ring if there are any big repairs.*

Als (If) also occurs in the text you have just heard, e.g.

Als ik rijk was, dan wist ik het wel. *If I were rich, (then) I'd know what to do.*

Ellie indulges in some wishful thinking here; it's very unlikely that she will ever be rich. To express such an idea, you need the following pattern:

Als + imperfectum, (dan) + imperfectum.

Here are some more examples:

Als ik een dagje vrij had, dan ging ik naar zee.

If I had a day off, (then) I'd go to the seaside.

Als Bert meer reclame maakte, dan verkocht hij meer fietsen.

If Bert did more advertising, (then) he'd sell more bikes.

Note that Dutch often has *dan* at the beginning of the main clause.

This is perhaps the most common way of expressing wishes, so you should become familiar with it. In the next exercise you can practise using it.

■ Exercise two

Toon asks Ellie about the situation. She says what she thinks. The imperfectum of *helpen* is irregular, so you'll have to look it up.

● ■ Exercise three

You are going to hear some sentences which contain *je*, sometimes stressed and sometimes unstressed (see grammar point 1 in lesson three). Which sentences contain the stressed form? Think about why *je* is stressed, and find the sentences in text one.

Grammar point

2 As well as this way of expressing wishes . . .

Als Bert meer reclame maakte, dan verkocht hij meer fietsen.

. . . you may also come across these:

Als Bert meer reclame maakte, dan zou hij meer fietsen verkopen.

Als Bert meer reclame zou maken, dan zou hij meer fietsen verkopen.

Als Bert meer reclame zou maken, dan verkocht hij meer fietsen.

As you can see, *zou/zouden* can be used instead of the imperfectum in either part of the sentence.

This form should look familiar, because it is the same as in English:

Als Bert meer reclame maakte, dan zou hij meer fietsen verkopen.

If Bert did more advertising, he would sell more bikes.

It's worth getting to know this form too. You may find it easier to use, and you will often come across it in questions, like this:

Wat zou je doen, als je een dagje vrij had? *Ik zou naar zee gaan.*

What would you do if you had a day off? I'd go to the seaside.

● Exercise four

Thea is taking part in the well-known TV quiz "Know your partner". She must say what Gerard would do if . . . Answer for her and always choose the first alternative.

● Text two

First just listen.

● ■ Exercise five

● ■ Text two

Read and study the text and listen again.

Expressing intention

Look at text two again and then write down the Dutch for the following:

- 1 I really intend to do something about this.
- 2 I'm thinking about asking Zoutendijk for a contribution.
- 3 We're going to organise something.

You should have written down:

- 1 Ik ben echt van plan om hier iets aan te doen.
- 2 Ik denk erover om aan Zoutendijk een bijdrage te vragen.
- 3 We gaan iets organiseren.

So now you know three ways of saying that you intend to do something:

Ik denk erover om ... te (+ infinitive) *I'm thinking about ...*

Ik ben van plan om ... te (+ infinitive) *I intend to ...*

Ik ga (+ infinitive) *I'm going to ...*

Note that after om the infinitive is preceded by te. This is not normally the case with the infinitive, e.g. ik ga iets doen.

■ Exercise six

Marijke asks Jan what he intends to do. What does he say?

■ Exercise seven

Match up the pairs of expressions with the same or similar meaning.

■ Exercise eight

● ■ Exercise nine

Write down your answers in Dutch.

Wordlist

aan geld komen come by some money
betrekken bij involve in
en hoe! and how!
erger worse
erover denken om ... te think of, intend to
gaan be going to
gek odd
gemakkelijk easy
geweten (weten) known
hielp (helpen) helped
de honger hunger
honger hebben be hungry
jammer genoeg niet unfortunately not
klaar! and that's that!
kreeg (krijgen) got
de loterij lottery
makkelijk easy
de manier manner, way
meedeed (meedoen) took part
meedoen aan take part in
naliel (nalaten) left

organiseren organise
het plan plan
het probleem problem
reclame maken advertise
reëel realistic
schatrijk very rich
de situatie situation
sombor gloomy, depressed
de toestand situation, state of things
uit de problemen komen solve the problems
van plan zijn om ... te intend to, plan to
van tevoren beforehand, in advance
vanmiddag this afternoon
verhuizen move house
winnen win
won (winnen) won
het zakenleven business world
zou would

de Tour de France

37 Lesson thirty-seven

Leaving the people at the community centre to work out a solution to their financial problems, Bert and Jan visit the trade exhibition *Vrije tijd – blijf tijd*. Since this is concerned with leisure time, Zoutendijk's bikes are on show. You'll learn how to say you are interested, or not interested, in something. The grammar points introduce the reflexive pronouns and explain verbs like *zich vergissen*, *to make a mistake*, which are reflexives in Dutch. Then you can practise word stress and revise some of the tenses you learnt in the first three levels.

● Text one

First listen to the text a few times without reading it.

● ■ Exercise one

● ■ Text one

Now read the text and look at the notes and wordlist.

Point to watch

1 om de tien minuten (7) every ten minutes

Similarly, *om het uur* is *every hour*, but note that *om de week* is *every other week*.

Culture notes

- 1 **de autosnelweg** Holland has excellent roads and a very efficient network of motorways, but there is congestion on some roads in the **Randstad** and long waits going into and out of cities in the rush hour.
- 2 **De Schiphollijn** is the railway which links the airport **Schiphol** with the big cities.

- 3 **tramlijn 4** Parking in Amsterdam, the Hague and Rotterdam is a problem you can avoid, because these cities still have trams.

■ Exercise two

Using the pictures as clues, can you complete the directions, which tell you how to get to an exhibition in Utrecht?

■ Exercise three

This exercise revises the different words used in Dutch for *put* and *be*. Look back at lesson twenty-six if necessary.

● ■ Text two

Listen, read and study the text.

Points to watch

2 jongedame (8) young lady

Note that this is written as one word. So is **jongeman**, *young man*.

3 dat is niets voor ons (9)

This is best translated as *that's not in our line* or *it's not our cup of tea*. The opposite would be *dat is iets voor ons*, *that's just the thing for us*.

Culture note

- 4 **De RAI** Holland has two trade fair and congress centres: **de RAI** (**Rij**wielen **A**utomobielen **I**ndustrie) in Amsterdam and **de Jaarbeurs** in Utrecht. Both are well known internationally and provide excellent facilities for firms like Zoutendijk that wish to promote their goods.

Exercise four

Grammar point

1 Reflexive pronouns

When Marijke was at the post office (lesson 11) she had to tell the clerk
Ik heb mijn pasje niet bij me. There is a similar sentence in text two. Can you find it?

Bert says Heb je de plattegrond bij je?

Me in the first sentence and je at the end of the second sentence are reflexive pronouns, i.e. they refer back to the subject of the sentence (ik and je).

To complete the list of reflexive pronouns, look at these sentences, then fill in the missing ones in the table below. Check your version with the table in the appendix.

Marijke heeft haar rijbewijs bij zich.

We hebben onze boeken niet bij ons.

Hebben jullie de foto's bij je?

Toon heeft zijn paraplu bij zich.

Hebt u uw papieren bij u?

Bert en Jan hebben een plattegrond bij zich.

subject	reflexive	subject	reflexive
ik	me — <i>me/myself</i>	we	— <i>ourselves</i>
je	je — <i>you/yourself</i>	jullie	— <i>yourselves</i>
u	— <i>yourself</i>	u	— <i>yourselves</i>
hij	— <i>himself</i>	ze	— <i>themselves</i>
ze	— <i>herself</i>		

Note that the translation of **me**, **je**, etc. is not always *myself*, *yourself* and so on. It can also be *me*, *you*, as you can see in the examples above. You may have realised that, apart from **zich**, the reflexive pronouns are the same as the object pronouns (see lesson twenty-four).

Exercise five

Thea and her family are going away for the weekend; Thea checks the luggage. This exercise checks whether you can use the reflexive pronouns correctly.

Exercise six

Marijke has a boyfriend, Kees. He wants to invite her out for the evening. In this exercise you will revise all the pronouns you have learnt.

Grammar point

2 Reflexive verbs

Look at these sentences:

I enjoyed myself at the party.

Ik heb me op het feestje geamuseerd.

They introduced themselves.

Ze hebben zich voorgesteld.

Myself/me and *themselves/zich* are needed because *enjoy oneself/zich amuseren* and *introduce oneself/zich voorstellen* are reflexive verbs in both English and Dutch.

There are more reflexive verbs in Dutch; look back at the text and you will find six examples of verbs which are reflexive in Dutch but not English.

Here they are:

1 dat herinner ik me *I remember (that)*

2 daar vergist u zich in *you're wrong there*

3 ik waag me af en toe . . . *I sometimes venture . . .*

4 ik verbaas me over je *I'm surprised at you*

5 dat kan je je wel voorstellen *you can imagine that*

6 anders ga ik me toch vervelen *otherwise I'm going to be bored*

Note that, with the **u** form of the verb, **zich** is often used instead of **u** as the reflexive pronoun.

Notice the position of the reflexive pronoun in a sentence:

Hij verbaast zich over Jan.

We kunnen ons natuurlijk wel vergissen.

It usually follows the verb or, if there is one, the auxiliary.

zich voorstellen imagine; introduce oneself

zich wagen venture

zich yourself, yourselves, him/herself, themselves

de RAI (Rijwiel en Automobiel Industrie)

Theo Roelofs

de Schiphollijn

Henk Smit

de Vliegfiets ("Flier")

Bert Zijkendout

Answers

Pronunciation point

sportief

interesse

úurtje

kantoor

ánders

38 Lesson thirty-eight

In this lesson you will hear some phrases that are useful when you visit a restaurant. You will also learn how to ask people what they would or wouldn't like to do and how to agree and disagree with them. The grammar deals with how to say what used to happen (**vroeger + imperfectum**) and the pronunciation exercise focuses on the stress patterns in different types of verbs.

Text

Study the text in the usual way.

Point to watch

Goed, viermaal graag. (8) Good, four please.

Note that Dutch uses **maal** (*times*) here. Another example: **tweemaal enkele reis, two singles, please.**

Exercise one

As well as checking that you have understood the text, this gives you the opportunity to learn the names of some more dishes.

Exercise two

Match the right response to each suggestion.

Exercise three

Read through the text again to remind yourself of the difference between **niet** and **geen**. Reread the grammar points in lesson thirteen if you want to refresh your memory before doing this exercise.

■ Exercise four

This is a vocabulary revision exercise.

Would you like ... ?

In this lesson you have come across three ways of asking people what they would or would not like to do. These are possible answers to three such questions. Look back at the text and see if you can find the question that could go with each.

- 1 Ja, vis lijkt me lekker.
- 2 Nee, dank u, niets anders.
- 3 Dat vind ik leuk.

And these were the questions:

- 1 Wat vindt u ervan om vis te nemen?
- 2 Heeft u misschien zin in iets anders?
- 3 Vindt u het leuk om dan eens Engels bier te proberen?

These are the phrases to remember:

Wat vindt u ervan om ... te ... ?	What about ... ?
Heeft u (misschien) zin in ... ?	Do you feel like ... ?
Vindt u het leuk om ... te ... ?	Would you like to ... ?

■ Exercise five

Now see if you can use the phrases you have learnt.

Grammar point

In the restaurant, Bert complains:

Vroeger was de bediening hier uitstekend, maar nu niet meer.

The service here used to be excellent, but it isn't any more.

Dutch has no exact equivalent of the English "I used to" to express customs and habits in the past. To say what you used to do, use the **imperfectum** and the word **vroeger** (*formerly, before*).

Here are some more examples:

Vroeger las Ellie veel boeken, maar nu heeft ze geen tijd.

Ellie used to read lots of books, but now she doesn't have time.

Vroeger woonde de familie Wiersma niet in Zaandam, maar nu wel.

The Wiersma family used not to live in Zaandam, but now it does.

■ Exercise six

Practise using what you have just learnt in the grammar point.

● Exercise seven

Here is more practice in talking about what used to happen. Speak for Thea.

Pronunciation point

Here are some rules to help you with the stress in verbs. You've met a group of verbs which start with prefixes like **be-**, **ont-**, **her-**, **ge-**, or **er-**: **beginnen** and **gebeuren**, for instance. The first syllable of these verbs is always unstressed (e.g. **be**ginnen, **ge**béuren). In separable verbs, however, the preposition at the beginning is always stressed (e.g. **ín**vullen, **óp**schrijven). You can look at separable verbs again in lessons thirteen (point to watch 3) and seventeen.

■ ■ Exercise eight

In this exercise, different types of verbs are mixed up, but you should be able to hear that the stress is in a different place.

Wordlist

aanbevelen recommend	de slagroom whipped cream
achteruit gaan deteriorate, decline	de soep soup
de ananas pineapple	de specialiteit speciality
de bediening service	de toast toast
de biefstuk steak	de tomatensoep tomato soup
bijzonder particularly, extremely	uiteraard naturally
het dorp village	het vanilleijs vanilla ice-cream
de garnalencocktail shrimp cocktail	viermaal four (times)
de groentesoep vegetable soup	de vis fish
helder clear, bright	het voorgerecht first course
het hoofdgerecht main course	de vork vork
de kaart menu	de vrucht fruit
de kerrie curry (powder)	wat vindt u ervan om . . . te . . . ?
de kip chicken	what about . . . ?
de lepel spoon	de wijnkaart winelist
het menu (pl. menu's) menu	de wijnsaus wine sauce
het mes knife	de zakenrelatie (pl. -relaties) business
de molen mill	contact, colleague
het nagerecht dessert	zin hebben in like
de paling eel	Theo Jansen
de paté paté	"De oude molen"
peche melba peach melba	Marijke Willemsen
de roomsaus cream sauce	

39 Lesson thirty-nine

The difference between written and spoken Dutch is illustrated in the first two texts, which are next to each other so that you can compare them. There are also some common Dutch abbreviations, such as a.u.b. for *alstublieft*. Since some of the action takes place at Schiphol, Amsterdam airport, examples of plane and train timetables are included. Once again the lesson does not contain much new grammar; instead, there is some revision of the past participle. Study of stress continues with a look at the stress patterns in sentences.

● ■ Text one

Bert Zoutendijk is talking business with Mr Brussen, the representative of a foreign company making components for Zoutendijk. Listen first, then read and study the text.

Points to watch

- 1 **noem maar op (6) and what have you**
zeg maar (10) *let's say*
Many expressions with *maar* cannot be translated literally. It is often added for extra emphasis, e.g.
ik bedoel maar! I mean to say! *ho maar! wait a minute!*
- 2 **Dat zijn allemaal zaken . . . (7) Those are all things . . .**
Zaken means *things* here and not *business*, as in *hij is hier voor zaken*.

■ Text two

Marijke was ill so her colleague, Emmie, has prepared the report about the negotiations between Bert and Mr Brussen. But there are some mistakes in it. Read the text, which is not recorded.

■ Exercise one

Abbreviations

Text two contains some abbreviations. See if you can match them to the translations below.

- | | |
|----------------------------|------------------|
| 1 instead of two o'clock | 2 last Wednesday |
| 3 because of the departure | 4 next Tuesday |

You should have written down these:

- | | |
|----------------------|----------------|
| 1 i.p.v. 14 uur | 2 woensdag jl. |
| 3 i.v.m. het vertrek | 4 dinsdag a.s. |

Such abbreviations are very common in written Dutch. Here is a list of the most common ones, with the full version in brackets.

woensdag jl.	(jongstleden)	last Wednesday
dinsdag a.s.	(aanstaande)	next Tuesday
t/m vrijdag	(tot en met)	up to and including Friday
m.i.v. donderdag	(met ingang van)	starting next Thursday
i.p.v. negen uur	(in plaats van)	instead of nine o'clock
i.v.m. de vergadering	(in verband met)	in connection with the meeting
z.o.z.	(zie ommezijde)	P.T.O.
Wilt u a.u.b. op tijd zijn.	(alstublieft)	Please be on time.

Note that s.v.p. is sometimes used instead of a.u.b.

We bespreken o.a. de nieuwe order. (onder andere)

We'll discuss the new order, among other things.

Zoutendijk verkoopt fietsen in het buitenland, bijv. in Frankrijk. (bijvoorbeeld)

Zoutendijk's sells cycles abroad, e.g. in France.

En in Duitsland, België, enz. (enzovoort)

And in Germany, Belgium, etc.

Exercise two

Here is a chance to practise using abbreviations.

Exercise three

In this exercise you'll be using past participles in place of the infinitives in brackets. You may want to revise what you learnt about them in lesson sixteen

grammar point 4 (note especially the verbs beginning with **be-**, **her-**, etc.) and lesson seventeen grammar point 2 (separable verbs).

Exercise four

This is an oral exercise using past participles. Remember what you learnt in lesson thirty-eight about the stress in verbs.

Text three

Jan is at Schiphol to see Mr Brussen off, but something has gone wrong. The girl at the information desk deals with his problem and several other queries.

Point to watch

- 3 Zoudt u hem kunnen omroepen? (3) *Could you call him?*
zoudt u mij kunnen helpen? (22) *could you help me?*

This is a polite way of asking for help. The form **zoudt u?**, like **ik zou**, comes from **zullen**.

Culture note

Schiphol Amsterdam Airport, world airport of the Netherlands as it calls itself, is built in the polder country in the **Randstad**. Now easily accessible by train via the **Schiphollijn**, the site was originally a huge lake with exceptionally dangerous south-westerly gales. Hence the original name **Schipshol**, which meant *hell of ships*. Don't worry, though: as an airport it is one of the safest in the world.

Exercise five

● Text three

Write down the Dutch for the following phrases, which are all in the text. Listen to the text again, but don't look at it. You will find the phrases at the end of this lesson in the handbook.

- 1 Where can I change some money?
- 2 Do I have to change (trains) anywhere?
- 3 I've lost my passport.
- 4 If you hurry you can still catch it.
- 5 What time does that train leave?

Official times

As in English, airline schedules, bus timetables and so on usually count through from "one" to "twenty-four hundred hours". So if you read the timetable and see that your train leaves at 6.20 uur (zes uur twintig), you know that you'll have to get up early, because that is 6.20 in the morning — in everyday language, tien voor half zeven 's morgens. 18.20 uur (achttien uur twintig) is 6.20 in the evening, or tien voor half zeven 's avonds.

If you have forgotten how to tell the time in Dutch, go back to lesson fourteen and study the notes again before doing the next exercise.

●■ Exercise six

Here's some practice in reading an official timetable. Respond as in the examples.

●■ Exercise seven

If you listen carefully to the sentences, you'll hear that some words are stressed more heavily than others. As in English, the strongest stress falls on the most important words. Mark these words.

Wordlist

a.s. = aanstaande next	noem maar op and what have you
a.u.b. = alstublieft please	nog maar net only just
de afkorting abbreviation	o.a. = onder andere among other things
antwoorden answer	de order order
begrepen (begrijpen) understood	de pas passport
begrip hebben voor understand	pas nog just
bespreken speak about, discuss	het paspoort passport
bijv. = bijvoorbeeld e.g., for example	het rapport report
change change	rechtstreeks direct
het contract contract	rond zijn be settled
dhr. = de heer Mr	t/m = tot en met up to
de directie management, board of directors	de toelichting comment, explanation
doorspreken go through, discuss	u = uur hour(s)
de douane Customs	uiterlijk at the latest
drinken op drink to	vandaan away from (here/there)
enz. = enzovoort etc., and so on	veroorzaken cause
eronder under it	het vertrek departure
de garantie (pl. garanties) guarantee	verzekeren assure
halen catch	voordat until
de handtekening signature	het voorschrift direction, regulation
het een en ander one thing and another, one or two things	wegbrengen see off
het over iets hebben talk about something	wisselen (ex)change
houden aan keep to, hold to	het wisselkantoor bureau de change
i.p.v. = in plaats van instead of	z.o.z. = zie ommezijde P.T.O.
i.v.m. = in verband met in connection with	de zaak thing
jl. = jongstleden last	zeg maar let us say
de levertijd delivery date	zoudt u kunnen? could you?
liggen aan (iemand) be (somebody's) fault	meneer Brussen
m.i.v. = met ingang van starting nader further	Emmie
	Schiphol
	Oslo
	New York
	Stockholm

Answers

Text three

- 1 Waar kan ik (hier) geld wisselen?
- 2 Moet ik nog ergens overstappen?
- 3 Ik ben mijn pas(poort) kwijt.
- 4 Als u opschiet, kunt u hem nog halen.
- 5 Hoe laat vertrekt (/gaat) die trein?

40 Lesson forty

Lesson forty revises the main points of the last four lessons, so here as usual is a summary to help you revise them. Remember that you can also use the Sounds of Dutch section for a summary of what you have learnt about stress.

Summary: lessons 36 to 39

Lesson 36 saying what you intend to do
expressing wishes
als + imperfectum
stressed and unstressed *je*

Lesson 37 saying you are interested or uninterested
reflexive pronouns and reflexive verbs
word stress

Lesson 38 asking what people would or wouldn't like to do
agreeing and disagreeing
saying what used to happen (**vroeger + imperfectum**)
restaurant vocabulary
stress in verbs

Lesson 39 written reports
abbreviations
timetables
main stress in sentences

■ ■ Exercise one

This is a listening comprehension exercise.

■ ■ Exercise two

Here is another similar exercise.

■ Exercise three

In this exercise you will be using some of the phrases you've learnt for asking or giving opinions.

■ Exercise four

Here is some of the restaurant vocabulary from lesson thirty-eight.

■ Exercise five

A member of the staff at Zoutendijk's talks about how things used to be for *The Freewheeler*. Remember, the verbs could be in the **praesens**, **perfectum** or **imperfectum** – or the infinitive. Some verbs can be used more than once.

● ■ Exercise six

Mark the most important words, i.e. those which have the strongest stress.

● Exercise seven

In this exercise you'll practise saying what you would do, if . . .

■ Exercise eight

● ■ Exercise nine

You'll be taking one of the parts in each conversation – but first you'll have to complete them with the right phrases.

■ Exercise ten

Thea and Gerard are not on the best of terms this evening. Complete their conversation; it will give you more practice with expressing wishes.

■ Exercise eleven

Marijke's note contains some of the abbreviations you've learnt. Can you remember what they mean?

Wordlist

aten op (opeten) ate	trouwen met marry, get married to
het briefje note	de verandering change
de ene helft one half	het wasmiddel washing powder
elkaar each other	weggaan go out
de helft half	zich het ziekenhuis in werken
hoe gaat het ermee? how are you?	work oneself into the ground
de Intercity Intercity (train)	(lit. into hospital)
neerleggen put down, leave	zich kapot vervelen be bored to
nog eens once more, again	death
nou en of! and how!	
opleveren produce, cause	

Kees van der Weyden

41 Lesson forty-one

The story now focuses on Marijke, who is trying to find somewhere to live, and the texts are concerned with housing and furnishing. The lesson introduces constructions like *de man die ik zag* (*the man whom I saw*) and *het boek dat ik kocht* (*the book that I bought*): in other words, sentences with the relative pronouns *die* and *dat* (*who, which, that*). For a change, the pronunciation exercise gives you some traditional Dutch tongue-twisters to practise.

● ■ Text one

As you listen, try to work out what Marijke is looking for. Then read and study the text.

Point to watch

1 Hoe hoog is die flat? (20) *How high is the block?*

Een flat can refer to the apartment itself, or to the whole block of flats (which can also be called *een flatgebouw*). So this flat is on the first floor (*op de eerste etage*) of a block of flats three stories (*drie verdiepingen*) high.

Culture notes

- 1 Housing The housing shortage in the Netherlands is acute. It has been like that for generations and there are no signs of improvement. This situation has produced the phenomenon of *krakers* (*squatters*). These are mostly young people, who take over buildings which have been empty for some time. Police-enforced evacuation has led to some ugly scenes.
- 2 Dutch houses The average Dutch house is very compact. It has to be, because land is so scarce. For the same reason, rooms are long and narrow and staircases are rather steep. By the way, if they cannot have both, most Dutch people would rather instal a shower than a bath.

● ■ Exercise one

Marijke reads the estate agent's booklet. What will she probably take? Listen to text one again.

Grammar point

1 **die/dat who, which, that**

En hoe groot moet die flat zijn die u zoekt?

And how big must the flat that you are looking for be?

Ja, in het boekje dat ik hier heb . . .

Yes, in the booklet that I have here . . .

. . . staan een aantal flats die voor u waarschijnlijk wel geschikt zijn.

. . . are a number of flats which are probably suitable for you.

Die and dat are used in these sentences as relative pronouns. They refer to somebody or something already mentioned in the sentence.

Dat refers to het words in the singular, e.g.

het boek dat ik heb gelezen

Die refers to de words in the singular and all words in the plural, e.g.

de man die het boek heeft geschreven

de boeken die hij heeft geschreven.

■ Exercise two

The Bekkevoort family is going to buy a second house in the Netherlands — at the seaside. Yvonne Bekkevoort is in the Netherlands to arrange everything and is writing to friends in Belgium.

Grammar point

2 Use of **die/dat**

Relative pronouns are used to join two sentences together to make one longer sentence, e.g.

Ik heb hier een boekje. In het boekje staan een aantal flats.

In het boekje dat ik hier heb, staan een aantal flats.

U zoekt een flat. Hij mag niet te groot zijn.

De flat die u zoekt, mag niet te groot zijn.

Note the position of the verb after **die/dat**; it is placed at the end of the clause. By the way, you can never take short cuts in Dutch, as you can in English by leaving out *who* or *which*. **Die/dat** cannot be omitted.

de flat die u zoekt

the flat (that) you're looking for

de man die daar staat

the man (who is) standing there

This type of sentence occurs more often in formal and written language than in everyday conversational Dutch, so you will not have to spend much time practising using it yourself. But try the next exercise to see if you understand how the construction works.

■ Exercise three

The estate agent's secretary has made a list of details about the flat. Use them to complete the letter to Marijke.

■ Exercise four

Marijke is looking through the newspaper advertisements for a fridge, but they seem to have got mixed up. Can you sort them out? You'll have to look up some new words.

■ Exercise five

Marijke is ringing up somebody who has a fridge for sale.

● Exercise six

The conversation from exercise five is recorded so that you can play the part of Marijke. Start speaking when you hear the tone.

■ Text two

Marijke's notes are printed in the textbook. Read them first and look up the new words.

Point to watch

2 het kastje van oma (4) grandmother's little cupboard

The diminutive ending -je is used a great deal in Dutch. **Kastje** is used instead of **kleine kast** and, in text one, **boekje** instead of **klein boek**. The diminutive is not always an indication of small size, but may express endearment; for instance, that **kastje van oma** is not necessarily a really small cupboard, but it may be something that Marijke is fond of. Remember that all diminutive words are **het** words.

● Text two

Now listen to Marijke's conversation with her mother. Marijke's notes will help you to follow it. The complete conversation is printed in the textbook key.

■ Exercise seven

You can use Marijke's notes (text two) to work out what goes where.

● ■ Exercise eight

In this exercise you'll see if you can get your tongue round some Dutch tongue-twisters. You will hear each one spoken fast, then slowly for you to repeat, and finally fast again for you to try to repeat it at that speed. Listen carefully and try the exercise several times.

Wordlist

het aanrecht sink
achtergelaten (achterlaten) left behind
aha I see
de badkamer bathroom
het balkon (pl. balkons) balcony

de bank settee
de begane grond ground floor
de bergruimte storage-room
beslissen decide
de boekenkast book-case
de boekenplank book-shelf

het boekje book, booklet
daarbij near it; in it
daarnaast next to it
dat/die who, which, that
de doucheceel shower cabinet
de etage floor, storey
de flat flat, block of flats
het flatgebouw block of flats
het fornuis (pl. fornuizen) cooker
geschikt suitable
gewoon usual, ordinary
hoog high
huren hire, rent
de huur rent
inbegrepen included
ingeschreven (inschrijven) registered
inrichten furnish
kappen cut
het kastje (little) cupboard
de kat cat
de keuken kitchen
knap handsome(ly); clever(ly)
de knecht assistant, apprentice
krabben scratch
de kraker squatter
de krul wood-shaving, curl
het leer leather
de lift lift
maar here: only
de makelaar (pl. -s) estate agent
de meid maid, girl
morgenmiddag tomorrow afternoon

neerzetten put (down)
de nieuwbouwwoning newly-built house
noemen mention
per from
de plank shelf
scheef/scheve crooked
schitterend splendid, brilliant
de servicekosten (pl.) maintenance charges
de slaapkamer bedroom
het sneetje slice (of bread)
snijden cut
speciaal special
de stereo-installatie stereo system
het tafelmodel table height model
te huur to let
te koop for sale
de tuin garden
vast fixed, fitted
de 40-plusser person over 40
de vensterbank window-sill
de verdieping floor, storey
vrolijk cheerful
want because
de wasmachine (pl. -machines) washing machine
de wastafel washbasin
de woonruimte accommodation, somewhere to live
de zolder attic
meneer Meyering
de Smitstraat

42 Lesson forty-two

In this lesson you'll learn some useful phrases for giving your opinion of what's going on, together with the intonation – the melody – which will make them sound really Dutch. Little words like **aan**, **met** and **bij** always present a problem in a foreign language, because there are no rules to tell you which to use when. Dutch is no exception, but after practising some of these prepositions, you'll find them easier to remember. The grammar points also deal with expressions like **het wordt mooi** (*it's going to be nice*) and **hij wordt ouder** (*he's getting older*).

Text one

This is a written text; it is not recorded.

Exercise one

Text two

This text is recorded, so listen before you read and study it.

Points to watch

1 Waar moet deze lamp komen? (3) *Where must this lamp go?*

Dutch sometimes uses **komen** where English has *go*. Here is another example:

Bert Zoutendijk komt nooit in het buurthuis.

Bert Zoutendijk never goes to the community centre.

2 Middenin (3) *In the middle*

Note that this is written as one word, and compare:

bovenop on top

bovenaan at the top

onderaan at the bottom/underneath

3 Mijn vrouw zit toch ieder avond in het buurthuis te vergaderen. (11) *After all, my wife spends every evening meeting in the community centre.*

Constructions using **te**, like **zit . . . te vergaderen**, are often translated by words ending in *-ing* in English. Another example:

Ellie zit de hele tijd te naaien.

Ellie spends the whole time sewing.

There is another example of the same construction in the text, but in this case the **te** would be translated by *to*:

daar begin ik toch zo'n hekel aan te krijgen. (14) *I'm beginning to get fed up with that.*

Culture note

De verwarming Most people have central heating in their houses, usually fuelled by natural gas from the northern province of Groningen. Some homes also have an open fireplace with a log fire, but more for **gezelligheid** (*cosiness*) than for warmth.

Exercise two

The questions are about text two. Write complete sentences if you can.

Grammar point

1 Prepositions

It would be impossible to give a list of all the expressions which use a preposition that is not the same in Dutch as in English, but here are some common examples.

Bert is op kantoor.

Bert is at the office.

Hij is aan de telefoon.

He's on the telephone.

Hij zit aan zijn bureau.

He is at his desk.

Hij komt meestal met de auto.

He usually comes by car.

Dit boekje gaat over de firma

This booklet is about Zoutendijk's.

Zoutendijk.

Het is door Bert zelf geschreven.

It is written by Bert himself.

Je kan er één bij de receptie krijgen.

You can get one at the reception desk.

Wordlist

aansluiten connect	meestal mostly, usually
de/het affiche (pl. affiches) poster	middenin in the middle
de aktie action, campaign	onderaan at the bottom, under- neath
Antwerpen Antwerp	ontzettend dreadful, awful
bedenken devise, find	ophangen hang up, put up
bericht sturen report, let some- body know	ophield (ophouden) stopped
beslist decidedly, definitely	opstaan get up
boos over cross about	de organisatie (pl. -s) organisation
bovenaan at the top	pas op! (oppassen) take care! look out!
de bushalte (pl. -haltes) bus-stop	het prikbord notice-board
de directievergadering board meeting	de radiator radiator
de doos (pl. dozen) box, case	schei uit! (uitscheiden) stop it!
een hekel hebben aan dislike	sommige some
een hekel krijgen aan take a dis- like to, get fed up with	spoedig quickly
enthousiast over enthusiastic about	de stijl style
het gasfornuis (pl. -fornuizen) gas cooker	de subsidie (pl. subsidies) subsidy
geen stijl not done	te maken hebben met have (some- thing) to do with, be involved in
gehangen (hangen) hung	thuiskomen come home
gehouden (houden) held	uitbreiden extend, enlarge
gevraagd wanted	uitzoeken sort out
geworden (worden) got, become	de verf paint
hartstikke very, extremely	de verhuizing removal, move
de hulp help	de verwarming heating
intrekken withdraw, cancel	de vloer floor
juist just	vond/en (vinden) found, thought
kil chilly	voorzichtig careful
kwaad angry	de vorm form
lopen go	wakker worden wake up
meegeholpen (meehelpen) helped (with something)	worden get, become, will be
	zomaar just like that

Answers

Grammar point 1

- enthousiast over
- boos over

- een hekel krijgen aan

43 Lesson forty-three

The community centre is carrying out a survey to see if there is support for the campaign, so you'll hear how Dutch people say they agree or disagree with a proposal. You'll also learn how Dutch shows that the person spoken about is a man or a woman, for example **vriend** for a man and **vriendin** for a woman, while in English both are just *friends*. There is some revision of reported speech (see lesson thirty-one) and some more about how an intonation pattern can show you if a person is pleased or angry.

● ■ Text one

Points to watch

- dan ga ik hierheen (2) then I'll go down here**
This means the same as **dan ga ik hiernaartoe**. **Heen** can be used on its own, e.g. **heen en terug there and back**, or it can be attached to another word, as in **daarheen there, waarheen? where to?** Compare **daarnaartoe** and **waarnaartoe?**
- Het lijkt me wel moeilijk (5) It seems rather difficult (to me)**
Other adjectives can be used with this expression, e.g. **het lijkt haar wel leuk it sounds rather nice (to her)**

● ■ Exercise one

You'll be answering questions about text one and at the same time practising reported speech.

● ■ Text two

Culture notes

- buitenlanders** Lenie Bouwkamp does not mean foreigners in general when she talks about **buitenlanders**. She is referring to the foreign immigrant workers, Turks and Moroccans in particular, who can attend special lessons in Dutch at local community centres.

- 2 **lerares (female teacher)** By law all jobs are open to men and women, so a vacancy has to be advertised for both. For instance, if Zoutendijk's should ever want to replace Bert, they would have to advertise for a **direkteur/-trice** or a **direkteur m/v**. M/v stands for **man/vrouw**.

■ Exercise two

You won't be able to answer all the questions in the questionnaire, but use all the information from text two.

Grammar point

Words which refer to people usually have different endings to show whether a man or a woman is referred to, e.g.

leraar teacher (male)

lerares teacher (female)

directeur managing director (male)

directrice managing director (female)

You came across this distinction when dealing with nationalities (lesson twenty-seven). The same occurs in English, e.g. **actor/actress**, but it is by no means as common.

■ Exercise three

Put the words into the right column and then add the male or female counterpart. You have met all the missing words.

■ Exercise four

In the popular TV quiz "Which of the four", four people pretend to have the same occupation, but only one of them really does have that occupation. Can you fill in the names of the occupations?

● Exercise five

Annie has six children and she tells you what the children want to become. You must use the right names for the occupations; they were all in exercise four.

■ Exercise six

Thea meets one of Lenie's students. Complete the conversation.

● ■ Text three

● ■ Exercise seven

Agreement and disagreement

If necessary, look back through the texts in this lesson, and then write down the Dutch for the following:

- 1 Do you agree that the community centre should stay?
- 2 No, I disagree with that.
- 3 Yes, I agree with that.
- 4 I'm against such campaigns.

You should have written this:

- 1 **Bent u het ermee eens dat het buurthuis moet blijven?**
- 2 **Nee, ik ben het er niet mee eens.**
- 3 **Ja, daar ben ik het mee eens.**
- 4 **Ik ben tegen zulke acties.**

If you want to agree or disagree with something, you should use the expressions:

het ermee eens zijn agree with it
er voor zijn be for it

het ermee niet eens zijn disagree with it
er tegen zijn be against it

■ Exercise eight

Toon has filled in a questionnaire for a newspaper. He doesn't agree with everything.

■ Exercise nine

Replace every underlined expression by another with the same meaning. All the expressions you have to fill in appeared in some form in texts one to three. Take another look at them if necessary.

● Exercise ten

In lesson forty-two you heard some examples of phrases in which the intonation expressed anger, pleasure, and so on. Can you recognise this emotional intonation? Here are four pairs of sentences; in each pair, one sounds neutral and the other emotional. First listen and repeat. Then decide which sounds emotional and write down a) or b).

■ Exercise eleven

Thea interviewed Bert Zoutendijk. Read their conversation and then write Thea's report of it. You will be revising reported speech.

Wordlist

de acteur (pl. acteurs) actor
de activiteit activity
allang for a long time
alweer again, once more
de belasting taxation, tax(es)
het beroep occupation, profession
de boerderij farm(-house)
de boerin farmer (female)
boven de vijftig over fifty (years old)
de buitenlander foreigner
dansen dance
de danser dancer (male)
de danseres dancer (female)
dichtbij near
de direktrice managing director (female)

Engels English
het gedoe fuss
gekraakt (kraken) squatted
het eens zijn (met) agree (with)
het maakt mij niet uit it doesn't matter to me
hierheen down here, this way
iemand iets laten zien show someone
interesseren interest
interviewen interview
de jongeren (pl.) young people
de kapperszaak hairdresser's
de kapster hairdresser (female)
de leeftijd age
de lerares teacher (female)
les geven teach

de lezer reader (male)
de lezeres reader (female)
de lui (pl.) people, folk
Marokko Morocco
meemaken be involved, have to do with
meewerken cooperate
schelen affect, make a difference
→ wat kan mij dat schelen
stoppen (met) stop (. . . ing)
tegen against
tegenvallen be worse than expected
Turkije Turkey
uitmaken matter
de verkoopster shop-assistant (female)

de vragenlijst questionnaire
waarvandaan? where from?
wat kan mij dat schelen? what do I care?, what does it matter to me?
wat toevallig what a coincidence
wildvreemd completely unknown
wildvreemde mensen perfect strangers
zich zorgen maken over worry about
zulk such

Ahmet
Lenie Bouwkamp
Janine
Marlies

44 Lesson forty-four

The story is coming to an end, so perhaps now you will learn whether Ellie and her friends can mobilize enough support to soften the hard hearts of officialdom. You'll hear some speeches expressing good intentions, and some heckling and complaining from the crowd; see if you can catch the differences in tone among the various speakers. The emphasis in this lesson is on listening comprehension: the texts are not easy, but you've learnt enough Dutch now to work out what is being said.

● ■ Text one

Listen first and see if you can understand enough to do exercise one.

● ■ Exercise one

Not everything in text one can be taken literally! Choose the sentences which mean the same as the extracts from the text.

■ Text one

Now read the text and look up the words.

Culture note

1 **Den Haag** Dutch people often speak of “**Den Haag**”, when they really mean **de regering** (*the Government*). Compare “Westminster” in English. Holland is governed by a coalition, which is formed anew after the general election held every four years. The electoral system of proportional representation makes it highly unlikely that any one party will win a big enough majority to govern on its own.

● ■ Text two

Listen, then try exercise two before reading and studying the text.

● ■ Exercise two

Point to watch

1 **Maar terwijl ze zeggen dat het geld op is . . .** (6) *But while they say that there is no money left . . .*

Dutch uses the plural pronoun **ze** (*they*) in informal situations to talk about people in general.

● ■ Text three

Listen to and read the text before you attempt exercise three.

■ Exercise three

Point to watch

2 **Men moet in deze tijd bezuinigen.** (4) *One has to economize in these (difficult) times.*

Note that Bert addresses the crowd in a more formal way than Ellie. He uses **men** — *one* — to refer to people in general. In a less formal speech, Bert could have used **je**, i.e. **Je moet in deze tijd bezuinigen.** *You have to economize . . .*

Culture note

2 **Een WW-er** is somebody who is drawing unemployment benefit. Holland has a highly organised system of social security payments; for example, **een WAO-er** draws disability pension, and **een AOW-er** draws an old age pension. The administration of these is not carried out directly by a government department, but by a semi-public body.

● ■ Text four

Listen first, and read the text before you try exercise four.

● Exercise four

You will hear some sentences about text four which are not correct. Listen to each one and then give the correct information aloud.

Culture notes

- 3 **een schone zaak** Jan is using a Belgian expression here; a Dutchman wouldn't use **schoon** in this sense.
- 4 **De notaris** is present on such occasions to show that all is fair and above board. Although a **notaris** has much in common with an English **solicitor**, there are some notable differences. For instance, if the police were to arrest you, you would not call for your **notaris** but for your **advocaat** (*barrister*). He is not to be confused, by the way, with an "egg flip", which is also called **advocaat**!

■ Exercise five

■ Text five

A few days after the draw, Ellie receives a letter. Read it; the text is not recorded.

■ Exercise six

Opinions

In this lesson you have learnt some more ways of giving your opinion or saying whether you understand a point of view. Can you give the Dutch for these phrases?

- | | |
|--------------------------------|---------------------------------|
| 1 I do understand that . . . | 2 I agree completely that . . . |
| 3 The main thing is that . . . | 4 I don't agree that . . . |

The answers are at the end of the lesson in this book.

● Exercise seven

A reporter is asking you for your views on the community centre campaign. Answer him, starting each answer with one of the phrases you have just written. Use them in the order in which you have written them.

Wordlist

- | | |
|--|--|
| de aanwezigen (pl.) those present, audience | het voor het zeggen hebben have the say, have the power to take decisions |
| de advocaat barrister; egg flip, advocaat | hieronder below (in letter etc.) |
| afgelopen (aflopen) come to an end, over | hoera hurrah |
| de AOW-er person drawing old age pension | de hoofdprijs first prize |
| het bedrijfsleven industry and commerce | de hoofdzaak main point, most important thing |
| bergen verzetten overcome difficulties (lit. move mountains) | in overweging nemen take into consideration |
| de beslissing decision | ineenslaan join |
| bestaan exist | informeel informal |
| bezuinigen economize | loop naar de maan go to the devil (lit. to the moon) |
| blijven bestaan carry on, remain in existence | het lotnummer (lottery-)ticket number |
| bouwen build | de maan moon |
| de handen ineenslaan join forces (lit. join hands) | men one |
| degenen those | met z'n allen together |
| de democratie democracy | de microfoon microphone |
| democratisch democratic | moet je zien just look at that |
| doen alsof pretend | mooi doubtless |
| dwingen force | niet onderuit kunnen not get away with something, not get out of doing something |
| economisch economic | nogmaals once more |
| een stapje terug doen economize (lit. take a step backwards) | de notaris solicitor |
| ernstig serious, grave | ondernemen do, undertake |
| formeel formal | ondertussen meanwhile, in the meantime |
| ga je gang go ahead | over de brug komen pay up |
| gelijk hebben be right | overgaan tot proceed to |
| het genoegen pleasure | de overweging consideration |
| het geruzie quarrelling, bickering | pikken accept |
| de gevolgen (pl.) consequences | het publiek public, crowd |

de regering government
 schoon beautiful, fine
 de spreekster speaker (female)
 het stapje step
 steunen support
 ter beschikking stellen make avail-
 able, offer
 terwijl while
 toespreken address
 het toezicht supervision
 de trekking draw(ing)
 vergoeden repay, refund
 verkapt disguised
 vermeld staan be mentioned

verrek! damn!
 verrichten perform, carry out
 verstaan hear, understand
 zich vestigen settle
 volkomen perfectly, completely
 voorbij gaan aan ignore
 voorgoed for good
 de WAO-er person drawing disability
 pension
 winnend winning
 de WW-er person drawing unemploy-
 ment benefit
 notaris Bijl

Answers

Opinions

- 1 Ik snap wel dat . . .
- 2 Ik ben het er volkomen mee eens dat . . .
- 3 Hoofdzaak is dat . . .
- 4 Ik ben het er niet mee eens dat . . .

45 Lesson forty-five

Now it's time for some revision of the last four lessons, so look through them again to make sure you've mastered this last stage of your course.

Summary: lessons 41 to 44

- Lesson 41 Looking for a home
 relative pronouns (**die** and **dat**)
 housing and furnishing vocabulary
 tongue twisters
- Lesson 42 giving opinions
 some prepositions (**aan**, **met**, **bij**, etc.)
 expressions with **worden** (*get*, *become*)
 intonation
- Lesson 43 agreeing and disagreeing
 feminine forms (**vriendin**)
 occupations
 emotional intonation
- Lesson 44 making speeches
 giving opinions
 government and administration

● ■ Exercise one

At Zoutendijk's, the works council is having a meeting. The first item on the agenda causes a lot of comment. Try to get the gist of what is said, even if you don't understand every word.

● ■ Exercise two

Bert and Jan are discussing the furnishing of the boardroom. This is another comprehension exercise.

● ■ Exercise three

This is a stress exercise. Mark the main stresses in each sentence.

■ Exercise four

There have been a number of innovations in and around Zaandam recently. A journalist has been to some of the inhabitants with a questionnaire to find out what they think of them. She is now writing a report.

■ Exercise five

This exercise uses some of the words and phrases you have learnt recently.

● Exercise six

Take Ellie's part in the conversation from exercise five. Start when you hear the tone.

● Exercise seven

The Vondelplein shops are being renovated. Thea asks her neighbour what she thinks about it. Respond for her; you will be practising using **worden**.

■ Exercise eight

Complete the advertisements with names of occupations. Check whether you need the male or female form – these are not equal-opportunity advertisements!

■ Exercise nine

There is a review of a book about the Vondelplein in the newspaper. Complete it, using the relative pronouns you learnt in lesson forty-one.

Wordlist

zich bemoeien met meddle with,
intervene in
de boetiek boutique
de direktiekamer boardroom
de gedachte thought
de herenmodeafdeling men's wear
department
de inrichting furnishing
jarenlang for years
komend coming, next
de ondernemingsraad works council
ontvangen receive
opknappen renovate, improve
over vijftig jaar in fifty years' time
de personeelsadvertentie
(pl. -advertenties) job
advertisements
het probleempje little problem
de relatie (pl. relaties) connection,
contact

de schrijver writer, author
de titel title
de toekomst future
de toneelgroep theatre company
verder kunnen be able to go on
verdwenen (verdwijnen) dis-
appeared
de verkoper shop-assistant (male),
salesman
verschenen (verschijnen) appeared,
been published
volgens according to
zojuist just (recently)

Chez Charles
Hamlet
Joepie
meneer Peterse
Vondelplein Voorwaarts (Vondel-
plein Forward)

Test four

Now for the final test! It is divided into the usual four parts and the procedure will be familiar. This time some of the textbook instructions are not translated. Parts three and four are in the handbook. All the answers are in the textbook key as usual.

Wordlist

het gas gas
langs past

sommigen some people
tegenwoordig now, these days

PART ONE

■ Exercise one

Jaap and Mieke have been living abroad for several years. Now they plan to return to Holland to visit Jaap's brother Kees and his wife Yvonne. They write them a short letter.

Text one

Kees and Yvonne are waiting for Jaap and Mieke at Schiphol.

● ■ Exercise two

● Exercise three

These pairs of sentences are more or less the same, except that the speaker in one case is more emotional. Which of the two occurs in text one?

Text two

The visitors are talking about their plans.

● ■ Exercise four

Test four

● ■ Exercise five

Mark the main accents.

■ Exercise six

Kees is talking to Jaap about his children.

PART TWO

■ Exercise seven

This tests your use of **die** and **dat**.

■ Exercise eight

Mieke finds that a lot has changed in Holland.

■ Exercise nine

Mieke is talking about her children.

■ Exercise ten

■ Exercise eleven

Jaap finds Holland changed, too.

■ Exercise twelve

PART THREE

Exercise thirteen

What would you say in Dutch in the following situations? Use the word in brackets.

- 1 Kees and Yvonne say that they intend to go to Amsterdam. **We ... (plan)**
- 2 They ask if Jaap and Mieke would like to go with them. **Hebben jullie ... ?**
- 3 Jaap says he must change some money first. **Ik ...**
- 4 Jaap says he dislikes the traffic in Holland. **Ik ... (hekel)**
- 5 He says it is worse than he thought. **Het ... (vallen)**
- 6 Mieke says that it is better than she expected. **Het ... (vallen)**
- 7 They decide to go by train; Mieke asks if they must change in Utrecht. **Moeten we ... ?**
- 8 They want to go by tram to an exhibition at the **RAI**. Jaap says that number four used to go to the **RAI**. **Lijn vier ...**

PART FOUR

Exercise fourteen

True or false?

- 1 Een notaris is iets wat je drinkt.
- 2 Je kunt alle inlichtingen over Amsterdam bij de WW krijgen.
- 3 Als je met de tram naar Schiphol wil, kun je de Schiphollijn nemen.
- 4 Nederland krijgt veel gas uit Groningen.
- 5 Als je geen werk hebt, heet je een RAI-er.
- 6 Als er genoeg woonruimte was, waren er misschien ook geen krakers.
- 7 Als je je auto vlug wil laten nakijken, breng je hem naar de autosnelweg.
- 8 De regering van Nederland zit in Den Haag.

When you've checked everything carefully, look up the answers in the key and work out your score. As usual, take off one point for every mistake, except in exercise 5, where you only lose half a point for each accent you missed.

You should score at least 50 points overall; in part one you should have at least 18, in part two 20, in part three 8 and in part four 4. If you scored less in any area, go back over the sections of level four which need revising.

You've come to the end of the course, but it can still help you to improve your Dutch. Look through the lesson summaries and go back over any lessons you feel unsure of. Use the texts for listening and reading practice and read them aloud to increase your fluency. If you want to improve your pronunciation, use **De Nederlandse Klanken** and revise the pronunciation points and exercises. If you want to check that you've grasped the grammar, go through the appendix and look up any difficult points in the lessons.

Now you know enough Dutch to start reading books and newspapers with the help of a dictionary. Listen to Dutch radio if you can, and take every opportunity to speak to Dutch people. With continued practice, you should find yourself learning more Dutch easily.

The Sounds of Dutch

At the beginning of cassette 4 is a section called **De Nederlandse Klanken** – *The Sounds of Dutch*. This is a summary of the most common sounds of Dutch, almost all of which are explained in pronunciation points in your course. The printed version of it in your textbook is after level four and before the **Oplossingen**. The instructions below will help you to use this section to improve your pronunciation of Dutch; you can turn to it at any time as you work through the course, but you should familiarise yourself with the language by studying lessons one to ten before you start to use it. In **De Nederlandse Klanken** in the textbook you are given the lesson numbers where you can find pronunciation points and exercises covering each sound.

All the words and phrases in **De Nederlandse Klanken** are recorded with pauses in which you can repeat them. Listen carefully and imitate the voice on the tape closely. The words are printed in your textbook and you can read them as you listen, but do also practise listening and repeating without using the book. Almost all the words appear in the lessons of your course and can be found in the overall wordlist. Words which only appear here are listed at the end of this section.

● Vowels§

You will hear examples of words containing each of the vowel sounds. Remember that there is a difference between the vowels in **op** and **ook**, **dat** and **naam**, etc. The second sound of each pair is usually written with a double letter (e.g. **naam**, **ook**) – but not always (e.g. **vragen**, **lopen**), so listen carefully! Pay particular attention to the last vowel sound in the series, which can be spelt in several ways. This is the common “uh” sound, which also exists in English (e.g. *ago*, *mother*).

● Diphthongs

Diphthongs are combinations of two vowel sounds in quick succession. There are many of these in Dutch. Here are examples of words containing each diphthong. Notice that **rode** and **goedemorgen** can be pronounced “**rooie**” and “**goeiemorgen**”: the **d** has an **i** sound here.

● Diaeresis (¨)

The two dots over an **e** (ë) show that it is pronounced separately from the vowel before it. **België**, for example, is pronounced “**Belgi-e**”.

● Consonants§

Most of the consonants are pronounced as in English, but there are a few tricky ones and some combinations (**tj**, **sj**, etc.) to watch out for. Remember that **w** is not pronounced at the end of words like **sneeuw**.

● Consonants in combinations

Some consonants can change their sound, depending on the sound which precedes or follows them. This is simply because some combinations of sounds are easier to say than others. Here are some examples to imitate. Eventually you will find yourself making the changes naturally, and then your Dutch will really sound fluent!

● Word stress

As in English, Dutch words have strongly stressed – louder – syllables§ and unstressed – quieter – ones: *wórker* has the stress in the same place as *wérker*, for example. Here are some guidelines to where to put the strong stress:

- 1 Separable verbs (see especially lessons 17 and 38) have the stress on the first part of the word, the separable part.
- 2 Verbs beginning with **be-**, **er-**, **ont-**, etc. (lessons 16 and 38), on the other hand, have an unstressed first syllable.
- 3 Here are some common word endings which are always unstressed.
- 4 Here are some common word endings which are always stressed. They show that the word refers to a female.

● Sentence stress

In Dutch, as in English, you will often find that the most important words in a sentence have a particularly strong stress. Among these examples there are some pairs of sentences in which this stress is on different words — changing the emphasis of what is said. The stressed words are marked in your textbook.

1 *I'm a housewife, but she's a secretary.*

2 *I don't feel like that.*

3 *I don't agree.*

I do not feel like it.

I do not agree.

● Intonation

Intonation is the way the voice goes up and down when speaking. Here are some examples of the basic patterns of Dutch intonation.

1 A factual statement: the voice goes down at the end.

It's eleven o'clock.

2 Questions with a question word (*wat, wie*, etc.): the voice usually goes up at the end.

What time is it? What is your telephone number?

3 A question to which the answer is yes or no: the voice goes up at the end.

Are you coming?

● The Alphabet

You are introduced to the Dutch alphabet in lesson six, which gives you help with pronouncing the names of the Dutch letters. Here, the whole alphabet is recorded in sequence. It is printed in the textbook in capitals and small letters.

Wordlist

het alfabet alphabet
de combinatie combination
de intonatie intonation
de klinker vowel
de medeklinker consonant

het trema diaeresis
de tweeklank diphthong
het woordaccent word stress
het zinsaccent sentence stress

Grammatical Terms

The numbers refer to the lessons in which these terms first appeared.

ACTIVE (ACTIEF) 33 Form of the verb used when the action is carried out by the subject. **Wij controleren de fietsen.** *We check the bicycles.*

Opposite: passive.

ADJECTIVE 13 A word which describes a noun: **oud** (*old*), **rood** (*red*). Most Dutch adjectives have two forms: **oud/oude, rood/rode** (lesson 13).

ADVERB 9 A word which usually specifies when, where or how something happens.

Hij rijdt hard. *He drives fast.* **Ze komt morgen.** *She's coming tomorrow.*

ADVERBIAL PHRASE 9 A group of words which does the same thing as an adverb.

Ze komt om twee uur. *She's coming at two o'clock.*

ARTICLE 1 An article always comes before a noun (lesson 1). There are two kinds of articles: the definite article, of which Dutch has two (**de/het, the**), and the indefinite article — only one (**een, a/an**).

AUXILIARY VERB 16 A verb used in combination with another (main) verb to form some tenses, e.g. **hebben** (*have*) and **zijn** (*be*) for the perfect tense (lesson 16).

Ik heb gezien. *I have seen.*

Hij is gegaan. *He has gone.*

CLAUSE 21 Part of a sentence, containing its own subject and verb. A sentence may contain one or more clauses. See also: sub-clause.

COMPARATIVE 19 A form of an adjective which expresses “more” when comparing two things: **snel: sneller** (*faster*), **groot: groter** (*bigger*).

In Dutch the comparative ends in **-er**, as it usually does in English.

CONSONANT (MEDEKLINER) 7, Sounds. A sound other than a vowel. It may be represented by any letter or combination of letters other than a, e, i, o, u, e.g. p, ng, ch. See: The Sounds of Dutch.

DEMONSTRATIVE 11 A word which “points to” somebody or something. The Dutch demonstratives are **dit/deze** (*this, these*) and **dat/die** (*that, those*) (lessons 11 and 14).

Dit is mijn huis. *This is my house.*

Mag ik die appels? *May I have those apples?*

DIMINUTIVE 41 A form of a word indicating smallness, but in Dutch also indicating endearment. Dutch adds **-je** (or **-tje, -etje, -pje**) to form a diminutive:

tafel: tafeltje (*small table*)

zus: zusje (*little sister*)

probleem: probleempje (*small problem*) **kop: kopje** (*cup*).

IMPERATIVE (IMPERATIEF) 13 A form of the verb used for giving orders. Dutch has a formal imperative, used for somebody one calls **u** (**luistert u!** *listen! go!*), and an informal imperative, used for somebody one calls **je** (**luister!** *listen! go! go!*). This is used most frequently. The infinitive is also used (**goed luisteren!** *listen carefully!*).

- INFINITIVE 3** The basic form of the verb, which you will find in dictionaries. When other verb forms are given in wordlists in this course, the infinitive is also given in brackets. Dutch infinitives generally end in **-en**, sometimes **-n**: **hebben** (*to have*), **zijn** (*to be*), **luisteren** (*to listen*).
- MODAL VERB 23** A verb used with another (main) verb to modify its meaning. **Kunnen** (*can*), **mogen** (*may*), **moeten** (*must*), **willen** (*want*) are modal verbs.
Ik kan niet autorijden. *I cannot drive.*
Mag ik een whisky (hebben)? *May I have a whisky?*
U moet goed luisteren. *You must listen carefully.*
Ik wil daar ook naartoe (gaan). *I want to go there too.*
- NOUN 1** The name of a thing, person, idea, etc. **Toon**, **buurthuis** (*community centre*), **koffie** (*coffee*), **honger** (*hunger*). Dutch nouns are either **de** words or **het** words (lesson 1).
- OBJECT 24** The thing or person affected by the action of a verb. It usually comes after the verb in a sentence and it can be a noun or personal pronoun.
Thea heeft twee kinderen. *Thea has two children.*
Ik heb hem gezien. *I have seen him.*
- PASSIVE (PASSIEF) 33** Form of the verb used when the action affects the subject rather than being carried out by it.
De fietsen worden gecontroleerd. *The bicycles are checked.*
 Opposite: active.
- PAST PARTICIPLE 16** The part of the verb used with an auxiliary to form the present perfect, the past perfect, and the passive tenses.
Ik heb gehoord. *I have heard.* **Ik had geschreven.** *I had written.*
Ik word gezien. *I am seen.*
- PAST PERFECT (PLUSQUAMPERFECTUM) 31** The tense of the verb used to report actions which had already taken place at a certain point in the past. It is often used in reported speech.
Gisteren zei ze dat ze een brief had gekregen.
Yesterday she said that she had received a letter.
- PERSONAL PRONOUN 2** A word used in place of the name of a person or thing: **ik** (*I*), **hem** (*him*), **ze** (*they*). **Hij is directeur** instead of **Bert is directeur**.
- PLURAL (MEERVOUD) 2** Indicates more than one. Nouns can be plural (**directeuren**, *directors*); so can personal pronouns (**wij**, *we*), verbs (**waren**, *were*), etc.
- POSSESSIVE 7 and POSSESSIVE PRONOUN 14** A pronoun which indicates possession of something. There are two types of possessive in Dutch and English. One is used with a noun: **mijn boek** (*my book*), **onze stad** (*our town*). The other stands alone: **Dit boek is van mij.** *This book is mine.* **Dit is van ons.** *This is ours.*

- PREFIX 14** A prefix is added to the front of a word to form a new one. Many Dutch verbs begin with prefixes, e.g. **gebruiken** (*use*), **herhalen** (*repeat*), **vergeten** (*forget*).
- PREPOSITION 13** A word which describes the relationship of things or people to other things or people, e.g. **in** (*in*), **van** (*from*), **naar** (*to*).
De melk staat in de koelkast. *The milk is in the fridge.*
De brief is van Thea. *The letter is from Thea.*
Bert gaat naar het postkantoor. *Bert is going to the post office.*
- PRESENT (PRAESENS) 3** The tense of the verb used to describe an event taking place in the present, or a fact true at present.
Marijke is de secretaresse van Bert. *Marijke is Bert's secretary.*
 The Dutch present is often used where English uses the present progressive (sometimes to talk about the future) or the present perfect.
Toon praat met Thea. *Toon is talking to Thea.*
Ellie gaat morgen naar Amsterdam. *Ellie is going to Amsterdam tomorrow.*
Thea woont hier sinds januari. *Thea has lived here since January.*
- PRESENT PERFECT (PERFECTUM) 16** The tense of the verb used to describe events which took place in the past.
Toon is naar Brugge gegaan. *Toon has gone to Bruges.*
 In Dutch this tense is often used where English uses the simple past.
Ellie is maandag naar Amsterdam gegaan. *Ellie went to Amsterdam on Monday.*
- PROGRESSIVE 32** The tense of the verb which describes what is happening at a particular time.
Ik ben aan het naaien. *I am sewing.*
Toon is Thea aan het zoeken. *Toon is looking for Thea.*
 The progressive is used much less in Dutch than in English (lesson 32).
- REFLEXIVE PRONOUN 37** The type of pronoun used with a reflexive verb. It refers back to the subject.
Ik heb me geamuseerd. *I enjoyed myself.*
Toon heeft zijn tas bij zich. *Toon has got his bag with him.*
- REFLEXIVE VERB 37** A verb describing an action done by the subject which also affects the subject. It is followed by a reflexive pronoun.
Ik was me. *I wash myself.* **Ik amuseer me.** *I enjoy myself.*
 Many verbs are reflexive in Dutch but not in English.
Ik herinner me. *I remember.*
- RELATIVE PRONOUN 41** A pronoun which joins two clauses and refers back to something or somebody mentioned in the first clause. The clause it introduces is a sub-clause. The relative pronoun in Dutch is **die/dat** (*who, which, that*).

Daar is de man die het boek heeft geschreven. *There is the man who wrote the book.*

Het boek dat ik lees, is mooi. *The book that I am reading is nice.*

REPORTED SPEECH 31 A way of reporting what you or somebody else has said.

Ze zegt dat ze moe is. *She says (that) she's tired.*

Ik heb gezegd dat Ellie somber keek. *I said that Ellie looked depressed.*

SEPARABLE VERB 17 A type of verb in Dutch with two parts (the first part is a preposition) which sometimes appear separately in the sentence.

opmeten: Ik meet uw boord op. *I'm measuring your collar.*

Ik heb uw boord opgemeten. *I've measured your collar.*

SIMPLE PAST (IMPERFECTUM) 16 A tense of the verb used to describe events in the past, in Dutch usually to narrate a whole series of events.

De aanvallers openden de kluis en namen het geld mee.

The robbers opened the safe and took the money away.

SINGULAR (ENKELVOUD) 2 Indicates only one person or thing: **directeur** (director), **ik** (I), **was** (was), etc. Opposite: plural.

SUB-CLAUSE 21 One of the clauses in a sentence, not the main clause. Introduced by words like **voordat** (before), **als** (when, if), or the relative pronoun **dat/die** (who, which). In a Dutch sub-clause the verb is at the end.

Hij zei dat hij moe was. *He said that he was tired.*

Als ik vrij ben, ga ik naar zee. *If I'm free, I'll go to the seaside.*

Het boek, dat ik lees, is lang. *The book that I'm reading is long.*

SUBJECT 16 The word (or phrase) describing the person or thing to which the verb refers.

Toon heeft een fiets. *Toon has a bicycle.*

De fiets wordt gerepareerd. *The bicycle is being repaired.*

SUPERLATIVE 19 A form of an adjective which expresses "most" when comparing several things: **snel**: **snelst(e)** (fastest), **groot**: **grootst(e)** (biggest).

In Dutch the superlative usually ends in **-st(e)**; in English, in **-est**.

SYLLABLE 2 Part of a word. **Direkteur** has three syllables: **di-rek-teur**. **Reëel** has two: **re-ëel**.

VERB 3 A type of word which describes an action (doing) or a state (having or being).

Ellie leest een brief. *Ellie is reading a letter.*

Thea is huisvrouw. *Thea is a housewife.*

Wij hadden twee fietsen. *We had two bicycles.*

The basic form of the verb is the infinitive.

VOWEL (KLINKER) 2, Sounds. A sound which is represented by any of the letters a, e, i, o, u or a combination of them, or by **ij** in Dutch or **y** in English, e.g. aa, ou, ie, ie.

See: The Sounds of Dutch.

Appendix: Dutch Grammar

A VERBS

1 Active (actief)

a) Present (praesens)

i) Regular formation (lesson 12)

luisteren (to listen)

(I) ik luister

(we) we/wij luisteren

(you) u luistert

(you) u luistert

(you) je/jij luistert

(you) jullie luisteren

(he) hij

(she) ze/zij luistert

(they) ze/zij luisteren

(it) het

Note the difference between **u** (formal *you*) and **je/jij**, **jullie** (informal *you*, singular and plural).

beginnen (to begin)

ik begin

we/wij beginnen

u begint

u begint

je/jij begint

jullie beginnen

hij

ze/zij begint

ze/zij beginnen

het

wonen (to live)

ik woon

we/wij wonen

u woont

u woont

je/jij woont

jullie wonen

hij

ze/zij woont

ze/zij wonen

het

gaan (to go)

ik ga

we/wij gaan

u gaat

u gaat

je/jij gaat

jullie gaan

hij

ze/zij gaat

ze/zij gaan

het

Note the changes in spelling from **ik woon** to **we wonen**, from **ik begin** to **we beginnen** and from **ik ga** to **we gaan**. Turn to the spelling section (F) for an explanation of these changes.

ii) Separable verbs (lesson 17)

Separable verbs have a preposition at the beginning which separates from the verb in the present tense:

invullen (*to fill in*)

ik vul in

etc.

opschrijven (*to write down*)

ik schrijf op

etc.

we/wij vullen in

we/wij schrijven op

iii) Modal verbs (lesson 23)

willen (*to want*)

ik wil

u wil/wilt

je/jij wil/wilt

hij

ze/zij wil

het

we/wij willen

u wil/wilt

jullie willen

ze/zij willen

zullen (*shall*)

ik zal

u zal/zult

je/jij zal/zult

hij

ze/zij zal

het

we/wij zullen

u zal/zult

jullie zullen

ze/zij zullen

kunnen (*can, to be able to*)

ik kan

u kan/kunt

je/jij kan/kunt

hij

ze/zij kan

het

we/wij kunnen

u kan/kunt

jullie kunnen

ze/zij kunnen

mogen (*may*)

ik mag

u mag

je/jij mag

hij

ze/zij mag

het

we/wij mogen

u mag

jullie mogen

ze/zij mogen

moeten (*must, to have to*)

ik moet

u moet

je/jij moet

hij

ze/zij moet

het

we/wij moeten

u moet

jullie moeten

ze/zij moeten

iv) Irregular verbs: **zijn** and **hebben**

zijn (*to be*) (lesson 3)

ik ben

u bent

je/jij bent

hij

ze/zij is

het

we/wij zijn

u bent

jullie zijn

ze/zij zijn

hebben (*to have*) (lesson 8)

ik heb

u hebt/heeft

je/jij hebt

hij

ze/zij heeft

het

we/wij hebben

u hebt/heeft

jullie hebben

ze/zij hebben

For a list of irregular verbs in the course, see section A4.

v) Inverted form

Note that in questions and inversion, i.e. when subject and verb are reversed, the **je/jij** form loses its final **t**:

Waar ben je? *Where are you?*

Woon je in Amsterdam? *Do you live in Amsterdam?*

b) Simple past (imperfectum) (lesson 18)

i) Regular formation

The simple past of regular verbs is formed from the **ik** form of the present tense, with **-de(n)** or **-te(n)** added at the end. The **ik** forms ending in **t, k, f, s, ch, p** add **-te(n)**; the rest add **-de(n)**.

luisteren: ik luisterde (*I listened*)

ik	we/wij luisterden
u	u luisterde
je/jij	jullie luisterden
hij	luisterde
ze/zij	ze/zij luisterden
het	

werken: ik werkte (*I worked*)

ik werkte etc. **we/wij werkten** etc.

Exceptions are verbs ending in **-ven** or **zen**; **v** becomes **f** and **z** becomes **s**, but they still add **-de**, e.g.

geloven: ik geloof/ik geloofde **verhuizen: ik verhuis/ik verhuisde.**

ii) Separable verbs

In the simple past, the preposition separates from the verb:

invullen (*to fill in*): **ik vulde in** **we/wij vulden in**
opbellen (*to ring up*): **ik belde op** **we/wij belden op**

iii) Modal and irregular verbs

For the simple past of modal and irregular verbs, see section A4.

c) Present perfect (perfectum) (lesson 16)

This is formed with the present tense of **hebben** or **zijn** and the past participle (see section A2).

luisteren: ik heb geluisterd (*I have listened*)

ik heb	we/wij hebben
u hebt/heeft	u heeft/hebt
je/jij hebt	jullie hebben
hij	
ze/zij heeft	ze/zij hebben
het	

beginnen: ik ben begonnen (*I have begun*)

ik ben	we/wij zijn	
u bent	u bent	begonnen
je/jij bent	jullie zijn	begonnen
hij		
ze/zij is	ze/zij zijn	
het		

Most verbs take **hebben**. These verbs always take **zijn**:

beginnen/blijven/gaan/komen/vallen/vertrekken/worden/zijn

Verbs describing movement take **hebben**, except when the direction of movement is mentioned explicitly, e.g.

Ik heb op straat gelopen. *I walked in the street.*

Ik ben naar het Vondelplein gelopen. *I walked to the Vondelplein.*

d) Past perfect (plusquamperfectum) (lesson 31)

This is formed with the simple past tense of **hebben** or **zijn** (see section A4) and the past participle (see section A2). The rules for choosing **hebben** or **zijn** are the same as for the present perfect (section A1c).

Ik had naar de radio geluisterd. *I had listened to the radio.*

Ik was begonnen. *I had begun.*

e) Progressive (lesson 32)

The progressive is used less in Dutch than in English, but it can be used to describe something which is going on at the time of speaking. The construction is **iets aan het doen zijn**, *to be doing something*.

Ik ben hem aan het zoeken.

I'm looking for him.

Hij is aan het biljarten.

He's playing billiards.

2

Past participles

a) Regular formation (lesson 16)

The regular past participle is formed from the **ik** form of the present tense, with **ge-** at the beginning and **-d** or **-t** at the end. Words ending in **k, f, s, ch, p** add **t**, with the same exceptions as for the **imperfectum** (section A1b).

ik luister **geluisterd** (*listened*) **ik fiets** **gefietst** (*cycled*)

If the **ik** form already ends in **t** or **d**, no **t** or **d** is added, e.g. **ik praat** **gepraat** (*talked*).

b) Separable verbs (lesson 17)

The past participle is formed in the usual way from the **ik** form, and then the preposition is added onto the beginning:

ik vul in (gevuld) **ingevuld** (filled in)
ik bel op (gebeld) **opgebeld** (rung up)

c) Verbs with **be-**, **her-**, etc. (lesson 16)

Verbs beginning with **be-**, **er-**, **ge-**, **her-**, **ont-**, **ver-** do not add **ge-** to form the past participle:

ik bestel **besteld** (ordered) **ik gebruik** **gebruikt** (used)

d) Irregular formation

Irregular past participles are listed in section A4. Most of them end in **-en**.

3 Passive (passief)

a) Present (praesens) (lesson 33)

This is formed with the present tense of **worden** (*to become, be*) and the past participle:

De brief wordt (door Marijke) geschreven.

The letter is written (by Marijke).

De brieven worden (door Marijke) geschreven.

The letters are written (by Marijke).

b) Present perfect (perfectum) (lesson 33)

This is formed with the present tense of **zijn** and the past participle:

De brieven zijn (door Marijke) geschreven.

The letters have been written (by Marijke).

c) **Er** + passive (lesson 34)

Some Dutch passive sentences have **er** (lit. *there*) as the subject:

Er wordt een brief geschreven. *A letter is written.*

Er zijn brieven geschreven. *Letters have been written.*

4 Irregular verbs

This is a list of irregular verbs used in the course, including modal verbs. Verbs marked (**zijn**) form the perfect tenses with **zijn**; those marked (**zijn/hebben**) can use either (see section A1c). Verbs with a prefix generally follow the same pattern as the basic verb, e.g. **aandoen** has the same forms as **doen**. Separable verbs are starred.

Infinitive	Simple past	Past participle
*aanbevelen	beval/bevalen aan	aanbevolen
*aandoen → doen , *aanhebben → hebben , *aankijken → kijken , *aankomen → komen , *aannemen → nemen , *aanrijden → rijden , *aansluiten → sluiten , *achterlaten → laten , *afblijven → blijven , *afgaan → gaan , *afspreken → spreken		
*afwijzen	wees/wezen af	afgewezen
*afzeggen → zeggen , *autorijden → rijden , bedenken → denken		
beginnen	begon/begonnen	begonnen (zijn)
begrijpen	begreep/begrepen	begrepen
bespreken → spreken , bestaan → staan		
betrekken	betrok/betrokken	betrokken
*binnenbrengen	bracht/brachten binnen	binnengebracht
blijven	bleef/bleven	gebleven (zijn)
breken	brak/braken	gebroken
brenge	bracht/brachten	gebracht
denken	dacht/dachten	gedacht
doen	deed/deden	gedaan
*doorgaan → gaan , *doorlopen → lopen , *doorspreken → spreken , *doorverbinden → verbinden		
dragen	droeg/droegen	gedragen
drinken	dronk/dronken	gedronken
dwingen	dwong/dwongen	gedwongen
eten	at/aten	gegeten
gaan (A1a)i	ging/gingen	gegaan (zijn)
geven	gaf/gaven	gegeven
hangen	hing/hingen	gehangen
hebben (A1a)iv	had/hadden	gehad
helpen	hielp/hielpen	geholpen
heten	heette/heetten	geheten
houden (ik hou(d))	hield/hielden	gehouden

*ineenslaan	sloeg/sloegen ineen	ineengeslagen
*inrijden → rijden, *inschrijven → schrijven		
*intrekken	trok/trokken in	ingetrokken
kiezen	koos/kozen	gekozen
kijken	keek/keken	gekeken
komen (ik kom)	kwam/kwamen	gekomen (zijn)
kopen	kocht/kochten	gekocht
krijgen	kreeg/kregen	gekregen
kunnen (A1a)iii)	kon/konden	gekund
*langskomen (ik kom langs)	kwam/kwamen langs	langsgeslagen (zijn)
laten	liet/lieten	gelaten
lezen	las/lazen	gelezen
liggen	lag/lagen	gelegen
lijken	leek/leken	geleken
lopen	liep/liepen	gelopen (zijn/hebben)
*meebrengen → brengen, *meedoen → doen, *meegaan → gaan, *meehelpen → helpen, *meenemen → nemen, *meevallen → vallen		
moeten (A1a)iii)	moest/moesten	gemoeten
mogen (A1a)iii)	mocht/mochten	gemogen
*nadenken → denken, *nakijken → kijken, *nalaten → laten, *navragen → vragen		
nemen	nam/namen	genomen
*omroepen	riep/riepen om	omgeroepen
onderbreken → breken, ondernemen → nemen		
ontvangen	ontving/ontvingen	ontvangen
ontwerpen	ontwierp/ontwierpen	ontworpen
*opbreken → breken, *opeten → eten, *opgaan → gaan, *opgeven → geven, *ophangen → hangen, *ophouden → houden		
*opmeten	mat/maten op	opgemeten
*opnemen	nam/namen op	opgenomen
*opschieten	schoot/schoten op	opgeschoten
*opschrijven → schrijven, *opstaan → staan, *overgaan → gaan, *overschrijven → schrijven		
*oversteken	stak/staken over	overgestoken
*paardrijden	reed/reden paard	paardgereden
rijden	reed/reden	gereden (zijn/hebben)
schijnen	scheen/schenen	geschenen
schrijven	schreef/schreven	geschreven
slapen	sliep/sliepen	geslapen

sluiten	sloot/sloten	gesloten
snijden	sneed/snedes	gesneden
spijten	speet/speten	gespeten
spreken	sprak/spraken	gesproken
staan	stond/stonden	gestaan
stelen	stal/stalen	gestolen
stijgen	steeg/stegen	gestegen (zijn)
*tegenkomen → komen, *tegenvallen → vallen, *terugbrengen → brengen, *terugkomen → komen, *thuiskomen → komen, *toespreken → spreken, *uitdoen → doen, *uitgaan → gaan, *uitkijken → kijken, *uitkomen → komen		
*uitscheiden (ik schei uit)	scheidde/scheidde uit	uitgescheiden
*uitzien → zien, *uitzijn → zijn, *uitzoeken → zoeken		
vallen	viel/vielen	gefallen (zijn)
verbieden	verbod/verboden	verboden
verbinden	verbond/verbonden	verbonden
verdwijnen	verdween/verdwenen	verdwenen (zijn)
vergeten	vergat/vergaat	vergeten (zijn/hebben)
verkoop	verkocht/verkochten	verkocht
verliezen	verloor/verloren	verloren
verschijnen	verscheen/verschenen	verschenen (zijn)
verstaan	verstond/verstonden	verstaan
vertrekken	vertrok/vertrokken	vertrokken (zijn)
vinden	vond/vonden	gevonden
vragen	vraag/vroegen	gevraagd
*vrijlaten	liet/lieten vrij	vrijgelaten
*wegbrengen	bracht/brachten weg	weggebracht
*weggaan → gaan, *wegrijden → rijden		
*wegwezen	was/waren weg	weggeweest (zijn)
weten	wist/wisten	geweten
willen (A1a)iii)	wou of wilde/wilden	gewild
winnen	won/wonnen	gewonnen
worden	werd/werden	geworden (zijn)
zeggen	zei/zeiden	gezegd
zien	zag/zagen	gezien
zijn (A1a)iv)	was/waren	geweest (zijn)
zitten	zat/zaten	gezet
zoeken	zocht/zochten	gezocht
zullen (A1a)iii)	zou/u zoude/zouden	—

5 Use of tenses (lesson 32)

a) Differences from English

There are some differences in the use of tenses between Dutch and English. The Dutch present tense (**praesens**) can be used in place of the English present, present progressive, future and in some cases present perfect:

Ik woon in Amsterdam. *I live in Amsterdam.*

Ik werk op het ogenblik in Utrecht. *I'm working in Utrecht at the moment.*

Ik ga volgende week naar Rotterdam. *I'm going to Rotterdam next week.*

Ik woon al tien jaar in Nederland. *I have lived (or been living) in Holland for ten years.*

The Dutch present perfect (**perfectum**) can be used in place of the English present perfect and simple past:

Ik heb hem gezien. *I have seen him.*

Ik heb hem gisteren gezien. *I saw him yesterday.*

b) Reported speech (lesson 31)

If reporting what was said in the past, the verb generally changes from the present to the simple past, or from the past to the past perfect. The verb goes to the end of the clause (see section E4).

Hij zegt: "Ik heb het druk." **Hij zegt dat hij het druk heeft.**
(He says that he is busy.)

Hij zei: "Ik heb het druk." **Hij zei dat hij het druk had.**
(He said that he was busy.)

Hij zei: "Maandag had ik het druk." **Hij zei dat hij het maandag druk had gehad.**
(He said that he had been busy on Monday.)

c) Wishes and conditions

i) Wishes about the future (lesson 28)

These generally use the present tense rather than the future.

Als er grote reparaties zijn, bellen we wel.

If there are any big repairs, we'll ring.

ii) Unreal conditions (lesson 36)

Wishful thinking about the present can be expressed in several ways, using the simple past or **zou/zouden** (*would*) and the infinitive. These are the possibilities:

Als ik de loterij won, was ik rijk.

Als ik de loterij won, zou ik rijk zijn.

Als ik de loterij zou winnen, was ik rijk.

Als ik de loterij zou winnen, zou ik rijk zijn.

If I won the lottery, I would be rich.

Wishful thinking about the past is expressed, as in English, by the past perfect.

Als ik de loterij had gewonnen, was ik rijk/zou ik rijk zijn.

If I had won the lottery, I would be rich.

Als ik de loterij had gewonnen, was ik rijk geweest.

If I had won the lottery, I would have been rich.

B NOUNS

1 Articles (lesson 1)

a) een (*a/an*)

een brief *a letter*

een boek *a book*

een appel *an apple*

b) de/het (*the*)

Dutch nouns are divided into **de** and **het** words. Most nouns referring to people take **de**:

de directeur *the managing director (male)*

de cultureel werkster *the social worker (female)*

Other words have to be learnt together with the article:

de brief *the letter*

het boek *the book*

De is used with all plurals:

de brieven *the letters*

de boeken *the books*

2 Plurals (meervouden) (lesson 11)

a) Plural in -en

Most nouns add **-en** to form the plural:

de brief **de brieven**

het boek **de boeken**

(For an explanation of the change from **f** to **v** in **brief/brieven**, see section F.)

b) Plural in -s

Many nouns ending in -el, -er or -je add -s:

de appel de appels de kamer de kamers (rooms)
het pasje de pasjes (passes)

c) Irregular plurals

There are a few irregular plurals, e.g.

het kind de kinderen (children) het museum de musea (museums)

C PRONOUNS

1 Demonstrative pronouns (lesson 11)

The two demonstrative pronouns are **dit/deze** (*this*) and **dat/die** (*that*).

a) dit/deze

Dit is used where you would use **het**, and **deze** where you would use **de**:

dit boek (*this book*) deze boeken (*these books*)
deze brief (*this letter*) deze brieven (*these letters*)

b) dat/die

Dat is used in place of **het**, and **die** in place of **de**:

dat boek (*that book*) die boeken (*those books*)
die brief (*that letter*) die brieven (*those letters*)

c) Dit/dat with verb zijn

The forms **dit** and **dat** are always used in sentences where they are linked to the noun they refer to by **zijn** – whether the noun is a **de** or **het** word, singular or plural.

Dit is mijn brief. *This is my letter.*

Dat zijn mijn boeken. *Those are my books.*

Dit zijn mijn appels. *These are my apples.*

Het can also be used in this way:

Het zijn haar appels. *They are her apples.*

2 Personal pronouns

subject (lessons 2 and 3)

ik *I*
u *you*
jij/je *you*
hem *him*
zij/ze *she*
het *it*

men *one* (lesson 44)

wij/we *we*
u *you*
jullie *you*
zij/ze *they*

object (lesson 24)

mij/me *me*
u *you*
jou/je *you*
hem *him*
haar *her*
het *it*

ons *us*

u *you*
jullie/je *you*
ze/hen *them*

reflexive (lesson 37)

mij/me *myself*
u/zich *yourself*
jou/je *yourself*
zich *himself*
zich *herself*
zich *itself*

zich *oneself*

ons *ourselves*

u/zich *yourselves*
jullie/je *yourselves*
zich *themselves*

Je/jij is the informal *you* (singular) and **jullie** is the plural. **U** is the formal *you* in both singular and plural.

Je, **ze** and **we** are the unstressed forms of **jij**, **zij** and **wij**. **Je** is also the unstressed form of **jou** and **jullie**.

Hen may be used instead of **ze** for *them*, but only to refer to people, not things.

3 Possessives (lessons 7 & 14)

As in English, there are two types of possessive: one type used with the noun and the other on its own, e.g.

Dit is mijn boek.

This is my book.

Deze boeken zijn van mij.

These books are mine.

mijn *my*

uw *your*

jouw/je *your*

zijn *his/its*

haar *her*

onze/ons *our*

uw *your*

jullie/je *your*

hun *their*

van mij *mine*

van u *yours*

van jou *yours*

van hem *his*

van haar *hers*

van ons *ours*

van u *yours*

van jullie *yours*

van hen/ze *theirs*

Ons is used where you would use **het** (with **het** words in the singular): **ons** buurthuis. **Onze** is used where you would use **de** (with **de** words and all plurals): **onze** stad, **onze** buurthuizen.

4 Relative pronouns (lesson 41)

The relative pronouns are **die/dat**, corresponding to English *who, which, that*.

Dat refers to **het** words in the singular:

het boek dat ik gelezen heb *the book that I have read*

Die refers to **de** words and all plurals:

de man die het boek heeft geschreven *the man who wrote the book*

de boeken die hij heeft geschreven *the books that/which he has written*

Wat is used instead after **iets, niets, etc.:**

iets wat u graag wilt weten *something that you will want to know*

For the word order following relative pronouns, see section E4.

D ADJECTIVES

1 Endings (lesson 13)

a) With nouns

Adjectives add an **-e** at the end when used with **de** words, with all plurals and with **het** words preceded by **het** or a demonstrative, but not with **het** words preceded by **een** or without an article:

witte sneeuw	een lange brief	de lange brief	de lange brieven
Duits bier	een mooi boek	het mooie boek	de mooie boeken

b) Separate from nouns

Adjectives do not add an **-e** if separate from the noun they refer to:

De sneeuw is wit. *The snow is white.*

Deze brief is lang. *This letter is long.*

Jouw boek is mooi. *Your book is nice.*

c) Exceptions

Geen never adds an **-e** and **veel** usually does not:

Ik lees veel boeken. *I read a lot of books.*

Ik heb geen brieven. *I have no letters.*

d) Spelling

For the changes in spelling of some adjectives when **-e** is added (e.g. **rood/rode**), see section F.

2 Comparison

a) Regular forms (lesson 19)

The comparative is formed by adding **-er** to the adjective, the superlative by adding **-st(e)**:

klein (small)	kleiner (smaller)	de/het kleinste (the smallest)
belangrijk (important)	belangrijker (more important)	de/het belangrijkste (the most important)

Adjectives ending in **r** add **-der** to form the comparative: **duur/duurder**.

When superlatives are separate from the noun they refer to, they are used with **het** and the final **e** is optional:

Dit zijn de snelste fietsen. *These are the fastest bikes.*

Deze fietsen zijn het snelst(e). *These bikes are the fastest.*

b) Irregular forms (lesson 19)

These are some common irregular comparatives and superlatives:

goed (good)	beter (better)	best (best)
veel (much/many)	meer (more)	meest (most)
weinig (little/few)	minder (less/fewer)	minst (least/fewest)

c) Comparing two or more things (lessons 19 & 24)

Here are some examples of constructions for making comparisons:

Dit restaurant is duurder dan dat. *This restaurant is more expensive than that one.*

Dit restaurant is minder duur dan dat. *This restaurant is less expensive than that one.*

Dit restaurant is net zo duur/even duur als dat. *This restaurant is (just) as expensive as that one.*

Dit restaurant is niet zo duur as dat. *This restaurant is not as expensive as that one.*

Dit restaurant is het duurst(e).	<i>This restaurant is the most expensive.</i>
Deze stad is het grootst(e).	<i>This city is the biggest.</i>
Dit is het duurste restaurant van Amsterdam.	<i>This is the most expensive restaurant in Amsterdam.</i>
Dit is de grootste stad van Nederland.	<i>This is the biggest city in Holland.</i>

E WORD ORDER

1 Normal word order

a) Position of the verb

The normal position of the verb in a Dutch sentence is the same as English: the subject first and the verb second.

Hij gaat naar Amsterdam. *He's going to Amsterdam.*

If there is an auxiliary and a main verb, the main verb goes to the end.

Hij is naar Amsterdam gegaan. *He has gone to Amsterdam.*

De brief wordt naar Frankrijk gestuurd. *The letter is sent to France.*

If the verb is separable, the detached preposition follows the object.

Ik vul het formulier in. *I fill in the form.*

b) Time and place (lesson 14)

The expression of time (*when* the action happens) normally comes before the expression of place (*where* it happens).

Ik ga morgen naar Amsterdam. *I'm going to Amsterdam tomorrow.*

c) Adverbs (lesson 9)

The normal position of an adverb in the sentence is immediately after the verb.

Ik heb morgen een vergadering. *I've got a meeting tomorrow.*

Ik heb hier een plattegrond. *I've got a plan here.*

2 Questions (lesson 12)

In questions the positions of subject and verb are reversed.

Gaat hij naar Amsterdam? *Is he going to Amsterdam?*

Wanneer gaat hij naar Amsterdam? *When is he going to Amsterdam?*

Is hij naar Amsterdam gegaan? *Has he gone to Amsterdam?*

3 Inversion

a) After adverbs (lesson 9)

If a sentence begins with an adverb or adverbial phrase, the verb usually comes next, so the positions of subject and verb are reversed (inversion).

Dinsdag gaat hij naar Amsterdam. *He's going to Amsterdam on Tuesday.*

Voor morgenavond heb ik een tafel vrij. *I have a table free for tomorrow evening.*

b) After sub-clauses (lesson 21)

If a sentence begins with a sub-clause, the same inversion of verb and subject takes place in the main clause.

Voordat we bij de brug zijn, moeten we linksaf.

Before we get to the bridge, we must turn left.

Als ik de loterij won, had ik veel geld.

If I won the lottery, I'd have a lot of money.

4 Sub-clauses (lesson 21)

Sub-clauses are introduced by words like *als* (if), *dat* (which, who), *zodat* (so that), *omdat* (because), *voordat* (before), *nadat* (after), *of* (whether, if), *toen* (when). Relative clauses (see section C4) and reported speech (section A5b) are types of sub-clause. In these clauses the verb (or verbs) is (or are) at the end.

Voordat we bij de brug zijn, . . . *Before we get to the bridge, . . .*

Hij zei dat hij een tafel vrij had. *He said that he had a table free.*

De flat, die op het Vondelplein is, . . . *The flat, which is in the Vondelplein, . . .*

Ze vroeg of ik meneer Zoutendijk had gezien/gezien had. *She asked if I had seen Mr. Zoutendijk.*

F SPELLING

Dutch spelling is closely related to pronunciation. Several of the points covered here are illustrated in *The Sounds of Dutch* on cassette 4.

1 Spelling changes

Many regular changes take place when putting nouns into the plural (lesson 11), forming parts of verbs (lesson 12), adding -e to adjectives (lesson 13) etc.

a) Vowels

The sounds **aa**, **ee**, **oo**, **uu** are spelt with a single letter if followed by a single consonant and then a vowel. So to represent the same sound, words with **aa**, **ee**, **oo**, **uu** before a final consonant drop one vowel when **-e**, **-er** or **-en** is added:

de zaak, de zaken (*firm, firms*) de school, de scholen (*school, schools*)
 ik meen, we menen (*I think, we think*) het uur, de uren (*hour, hours*)
 groot/grote, groter (*big, bigger*)

For the same reason, words with a single vowel before a consonant double the consonant to represent the same sound when **-e**, **-er** or **-en** is added:

het adres, de adressen (*address, addresses*) de man, de mannen (*man, men*)
 ik begin, we beginnen (*I begin, we begin*) ik zeg, we zeggen (*I say, we say*)
 druk/drukke, drukker (*busy, busier*)

b) Consonants

An **f** at the end of a word usually changes into **v** and an **s** changes into **z** when **-en** is added, if they are preceded by two vowels, a double vowel or **ij**.

het bedrijf, de bedrijven (*firm, firms*) ik geef, we geven (*I give, we give*)
 het huis, de huizen (*house, houses*) ik lees, we lezen (*I read, we read*)

2 Final -d and -t (lesson 13)

D and **t** at the end of the word are both pronounced **t**. If in doubt about the spelling, add **-en** to see how the word is then pronounced.

de tijd, de tijden (*time, times*) de kaart, de kaarten (*menu, menus*)

3 Diminutive

Words ending in **m** generally add **p** before the diminutive ending **-je**.

de boom, het boompje (*tree*) het probleem, het probleempje (*problem*)

Words ending in **l**, **n**, **r**, **ij** or a vowel often add **t** before **-je**.

de tafel, het tafeltje (*table*) de kamer, het kamertje (*room*)

4 Diaeresis (lesson 27)

The dots above a vowel (diaeresis) show that it is pronounced separately.
 België, kopieën, reëel, financiële (*Belgium, copies, realistic, financial*)

Wordlist

T = Wordlist: Text, E = Wordlist: Exercises, etc., * = separable verb.

A

- | | | |
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| a.u.b. (= alstublieft) 39 | achterin 26 | de aktie 42 |
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| aan de hand zijn 28 | *achterlaten: achtergelaten 41 | alvaker 10 |
| aan de linkerkant/rechterkant 14 | de achternaam 22 | al, alle 10 |
| aan de overkant van 7T | achteruit gaan 38 | het alarm 18 |
| aan geld komen 36 | achttien 2E | allang 43 |
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| *aanbevelen 38 | het actief 33 | alleen 9T, 18 |
| de aanbieding 13 | de activiteit 43 | allemaal: wat ... |
| *aanbouwen 33 | de actrice 20 | allemaal 8T2 |
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| aangekomen 33 | het adres 2E | als het kan 9T |
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| *aanhebben 15 | af en toe 37 | alsmaar rechtdoor 17 |
| *aankijken 24 | *afblijven 31 | alstubblijft 11 |
| *aankomen 21 | de afdeling Test 2 | althans 32 |
| *aanleggen 35 | d/h affiche (pl. affiches) 42 | altijd 3T |
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| *aannemen 18, 29 | afgelopen 34, 44 | Amerika 27 |
| het aanrecht 41 | afgemaakt 17 | de Amerikaan/se 27 |
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| de aanrijding 18 | afgewezen 34 | de ananas 38 |
| *aansluiten 42 | afgezegd 17 | ander 8T2 |
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